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ABSTRACT

This manual is a practical guide for use by schools of education which must comply with the Pennsylvania Department of Education Standards for Approval of Teacher Certification Programs. These standards require that competencies needed to educate students in least restrictive environments be incorporated into undergraduate and graduate degree certification programs. Following some brief introductory material on the experience of the Duquesne University School of Education in revising its curriculum and providing assistance in the professional development of its faculty, the manual provides detailed information on the nature and implementation of the state mandate for teacher education, including a listing and explanation of the ten Pennsylvania competencies. The manual also presents procedural information (including worksheets) for the incorporation of individual competencies into curriculum cores, programs, and courses. An annotated bibliography of materials and resources useful in providing preservice and inservice materials is included. The competencies to which each resource is closely related are also indicated for the reader's convenience. (Authors)

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MAINSTREAM PROJECT / TEACH*

*(*Training Educators to Assist Children with Handicaps)*

Dean's Grant

Duquesne University
School of Education

Teacher Training Programs and the Least Restrictive Environment (LRE):

A Practical Model for Incorporating LRE Competencies into Existing Teacher Training Curriculum

Presented By: **Constance L. Hunter**
Director

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Duquesne University
1980

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ABSTRACT

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This manual is a practical guide for use by schools of education which must comply with the Pennsylvania Department of Education Standards for Approval of Teacher Certification Programs. These standards require that competencies needed to educate students in least restrictive environments be incorporated into undergraduate and graduate degree certification programs. Following some brief introductory material on the experience of the Duquesne University School of Education in revising its curriculum and providing assistance in the professional development of its faculty, the manual provides detailed information on the nature and implementation of the state mandate for teacher education, including a listing and explanation of the ten Pennsylvania competencies. The manual also presents procedural information (including worksheets) for the incorporation of individual competencies into curriculum cores, programs and courses. An annotated bibliography of materials and resources useful in providing pre-service and in-service experiences is included. The competencies to which each resource is closely related are also indicated for the reader's convenience.

BACKGROUND

BACKGROUND

When the Education for All Handicapped Children Act, Public Law 94-142, was signed into law on November 29, 1975, it soon developed into one of the most far-reaching, influential pieces of educational legislation in this country's history. The major tenet of the law guarantees access to equal educational opportunity for handicapped individuals in the "least restrictive environment." Widely misinterpreted as necessarily meaning a regular classroom setting, the least restrictive environment is actually identified as an integrated setting in which, to the maximum extent appropriate, children with handicaps, including those in public or private institutions as well as those in schools, are educated with non-handicapped children.

Traditionally, handicapped students have been taught in relatively isolated environments by teachers with various special education certifications. Heretofore, most pre-service education programs have not prepared regular educators to work with handicapped students, resulting in a sort of professional and communications barrier between regular and special education personnel and in the overall educational process. By mandating that all educators be prepared to work with handicapped individuals, the new law necessitates an unprecedented level of close communication and cooperation among the various education professionals. Most importantly, the necessity of placing each handicapped child in the least restrictive environment has placed a new emphasis on individual assessment and attention in the educational setting, so that each student is perceived as an individual with unique educational needs which must be addressed.

Not unexpectedly, the influx of handicapped children into regular classrooms has caused concern to many educators who feel unprepared to deal with the changes brought about by the mandate. Likewise, schools of education have perceived the necessity of adjusting their various degree/certification programs to better prepare pre-service personnel for the new responsibilities mandated by the Public Law.

A major concern of the U.S. Office of Education (USOE) was the assurance that all handicapped children have teachers and other competent resource personnel who are equipped with the necessary skills to help them in reaching their fullest potential once placed in the regular classroom. In recognition of this need for specialized preparation of regular education personnel to work with handicapped children, in 1975 the Bureau of Education for the Handicapped (BEH), a division of the USOE, funded 59 special projects in 39 states, the District of Columbia and the Territory of Samoa. These grants (known as Dean's Grants since the deans of the various participating colleges of education acted as the project directors) were designed to insure the development of specialized preparation of regular education personnel for service with handicapped students in the regular classroom.

In mid-1975, a Dean's Grant was awarded by BEH to Duquesne University's School of Education. This grant, titled "The Regular Educator and the Handicapped Child," supported three major goals:

1. Assistance to School of Education faculty in their efforts to master skills, methods and techniques in working with handicaps as a professional in their area of specialization.

2. Revision of existing curriculum in all School of Education certification programs to include necessary competencies for educating students with handicaps in the least restrictive environment. (See Procedures section for further details.)

3. Training and assistance for regular in-service educators in the education of students with handicaps in the least restrictive environment.

By the end of the first three-year funding cycle, projected goals had been accomplished. The undergraduate curriculum had undergone extensive revision (27 course credits were regrouped in a core competency cluster) and plans required inclusion of all necessary competencies for educating students with handicaps in the least restrictive environment, with similar curriculum restructuring also underway in the graduate curriculum programs. In addition, most faculty members became proficient in least restrictive environment concepts related to their certification areas and had begun to incorporate them into their coursework.

Finally, project staff and faculty representatives had provided requested in-service workshops and consultations for education professionals in the Pittsburgh city schools and in school districts throughout Allegheny and surrounding counties.

New funding for a second three-year cycle currently supports the Dean's Grant "Mainstream Project: TEACH," which is designed to continue to assist School of Education faculty in their efforts to modify curriculum in existing certification programs.

A new and important objective of this new Dean's Grant's goals, however, is the dissemination of information on Duquesne's project to other schools of education who are now seeking compliance with

P.L. 94-142 and state certification guidelines in their various certification programs.

Accordingly, this manual is intended as a summary of the Duquesne University School of Education's experience with Dean's Grants and as a practical guide for other schools of education to utilize or adapt in bringing their own curriculum into compliance according to their needs.

It is our hope that this manual will assist others in the implementation of quality educational programs for teacher educators and, ultimately, for exceptional children.

COMPETENCIES

COMPETENCIES

Public Law 94-142 has created new challenges for regular educators as they attempt to design and implement instructional programs for children with handicaps who demonstrate a wider range of inter- and intra-individual differences.

In response to the federal mandate, and in an attempt to make a reality the intent of Public Law 94-142, the Pennsylvania State Board of Education adopted the following standard for the preparation of all professional personnel for the Commonwealth public schools:

> "Standard VIII. Among those competencies published by the institution, the following shall be included and shall be appropriate to the area of certification. Each certification candidate shall demonstrate the ability to:
>
> (a) apply theory and research concerning the development, behavior and learning of children including those with exceptional characteristics and/or special needs."

In the summer of 1979, the Pennsylvania Department of Education commissioned consultants and a special task force to develop guidelines for the preparation of pre- and in-service education personnel to educate students in least restrictive environments.

What resulted was the development of ten generic competencies which the task force considered essential to the effective functioning of professionals in the educational setting and which must be addressed in the preparation of future educators and in the ongoing professional development of current school personnel. For full compliance with the provisions of the public law to be effected, therefore, pre- and in-service personnel must not only acquire a mastery of the designated competencies, but also develop a positive attitude about providing and working effectively in an

educational environment that offers equal opportunity for learning and growth to all children.

The ten generic competencies developed by the special task force represent what is believed to be the most promising set of attitudes, theories, and practical vehicles for the accomplishment of the intent of Public Law 94-142.

Dr. Robert Scanlon, Secretary of Education for the Commonwealth of Pennsylvania, endorsed the ten competencies listed in the "Guidelines for the Preparation of Teachers in Compliance with U.S. Public Law 94-142 Requiring the Education of Students with Handicaps in the Least Restrictive Environment."

In a letter of support which is attached to the Guidelines, Dr. Scanlon outlined the Commonwealth's strategy of compliance, and he stated:

"I am directing (the Pennsylvania) Department (of Education) personnel to implement the guidelines as follows:

"The Bureau of Academic Programs, Division of Teacher Education, is to assure that pre-service teachers and other professional personnel are prepared in accordance with these guidelines."

The Guidelines state that "each educator completing an approved pre-service program or an approved in-service course should be prepared to demonstrate an acceptable level of achievement in the ten competencies."

The following presentation includes a statement of each competency, accompanied by a brief description and set of examples meant to clarify or demonstrate the overall meaning or application of each competency. Further discussion and explanation of each competency is obtainable through consulting pertinent studies and resources listed in the final section of this manual. The presentation and discussion of the competencies included herein is intended only as a set of guidelines for the development and implementation of pre- and in-service programs, and not as an authoritative guide or evaluation tool.

THE EDUCATOR:

COMPETENCY #1: UNDERSTANDS THE LEGAL BASIS FOR EDUCATING STUDENTS WITH HANDICAPS IN THE LEAST RESTRICTIVE ENVIRONMENT

DESCRIPTION: This competency requires an understanding of practical, theoretical, and technical aspects of the social movements, historical events, and statutes (PL 94-142, Section 504 of PL 93-112, Pennsylvania School Code, Regulations and Standards) related to the origin of the least restrictive environment concept.

EXAMPLES:

A. The educator can explain the essential components of the federal law and state standards which guide educational decision-making; e.g., right to education, due process, program options.

B. The educator can interpret the meaning of "least restrictive environment" as it applies to students with handicaps.

C. The educator understands his/her role in the implementation of educational programs for students with handicaps.

COMPETENCY #2: UNDERSTANDS THE IMPLICATIONS WHICH HANDICAPPING CONDITIONS HAVE FOR THE LEARNING PROCESS

DESCRIPTION: This competency includes the ability to recognize and describe handicapping conditions and the implications such conditions have for creating appropriate educational environments.

EXAMPLES:

A. The educator can describe the various handicapping conditions.

B. The educator can identify the implications of each handicapping condition for effective learning within the educational environ-

ment for which he/she is responsible.

C. The educator can describe modifications to accomodate students with handicapping conditions within the educational environment for which he/she is responsible.

COMPETENCY #3: RECOGNIZES STUDENTS WHO MAY BE IN NEED OF SPECIAL SERVICES

DESCRIPTION: This competency includes the ability to recognize students with learning and behavior problems who may be in need of special education and related services; to record systematic observations of students for use in the referral process; to demonstrate an understanding of special services and the referral procedure.

EXAMPLES:

A. The educator's referrals reflect the ability to identify departures from typical classroom functioning.

B. The educator's referrals objectively describe the learning and behavioral problems through recorded observations.

C. The educator can describe referral procedures and services which may be helpful in meeting the particular needs of a student.

COMPETENCY #4: MAKES USE OF APPROPRIATE RESOURCE AND SUPPORT SERVICES

DESCRIPTION: This competency includes the ability to serve on a multi-disciplinary team, and make use of resource and support personnel in the education of students with handicaps; know the roles of support personnel and the procedures for securing support services; know what community resources are available to parents and children.

EXAMPLES:

A. The educator can demonstrate the ability to make appropriate referrals for support services.

B. The educator facilitates ongoing communication with resource personnel about students with handicaps.

C. The educator functions effectively as a member of a multi-disciplinary team.

COMPETENCY #5: CONFERS WITH AND REPORTS TO PARENTS ON EDUCATIONAL PROGRAMS FOR STUDENTS WITH HANDICAPS

DESCRIPTION: This competency includes the ability to encourage a positive relationship with parent(s) in order to establish rapport and mutual understanding for ongoing participation in planning and modifying the student's educational program; the ability to relate information which keeps parents informed of their child's educational progress and school adjustment.

EXAMPLES:

A. The educator can provide evidence that he/she possesses the ability to communicate with parents of students with handicaps.

B. The educator can report the methods being utilized in the educational environment to accomodate students with handicaps.

C. The educator can assist parents and others in understanding students with handicaps and in developing realistic expectations for those students.

D. The educator can participate in parent orientation programs intended to prepare the parents for the planning of educational programs for students with handicaps.

COMPETENCY #6: FACILITATES THE SOCIAL ACCEPTANCE OF PERSONS WITH HANDICAPS BY ENCOURAGING POSITIVE INTERPERSONAL RELATIONSHIPS

DESCRIPTION: This competency includes the ability to identify existing attitudes, including ones own, towards persons with handicaps, to establish a positive learning environment and develop relationships for successful social and intellectual interactions.

EXAMPLES:

A. The educator can recognize human relationships that are present in the educational environment.

B. The educator can develop plans to maximize social acceptance of persons with handicaps.

C. The educator can provide instruction and guidance on how to relate to persons with handicaps.

D. The educator demonstrates a positive attitude towards persons with handicaps.

COMPETENCY #7: USES INDIVIDUAL, GROUP AND CLASSROOM MANAGEMENT TECHNIQUES FOR EFFECTIVE ACCOMMODATION OF STUDENTS WITH HANDICAPS

DESCRIPTION: This competency includes the ability to apply individual and group management skills to ensure a high level of attention and positive response from pupils in instructional situations; an understanding of the personality and emotional dynamics of classroom groups that cause behavior problems; the ability to make use of flexible scheduling and student groupings to solve organizational and management problems in classrooms and the ability to assist in organizing a barrier-free physical environment.

EXAMPLES:

A. The educator can use appropriate classroom management techniques.

B. The educator can make use of group processes to create a positive affective climate, and achieve group attention and individual orientation to tasks.

COMPETENCY #8: ASSESSES THE EDUCATIONAL NEEDS OF STUDENTS WITH HANDICAPS

DESCRIPTION: This competency includes the ability to assess the instructional demands being placed on each student in an educational environment and determine the extent to which students with handicaps are capable of meeting those demands. This may include classroom assessment of educational needs, interests, personal/social skills, current levels of growth and development and use of the diagnostic information compiled by a multidisciplinary team.

EXAMPLES:

A. The educator can select, modify and implement appropriate procedures for assessing the educational needs of students with handicaps.

B. The educator can identify the academic and behavioral requirements for students within the educational environment.

COMPETENCY #9: MODIFIES INSTRUCTIONAL STRATEGIES TO PROVIDE FOR THE INDIVIDUAL NEEDS OF STUDENTS WITH HANDICAPS

DESCRIPTION: This competency includes the ability to select and adapt appropriate instructional methods and materials and to use alternative instructional strategies to meet the individual needs of students with handicaps.

EXAMPLES:

A. The educator, based on the results of ongoing formal and informal assessments, can develop appropriate instructiona; strategies for students with handicaps.

B. The educator can modify classroom activities to meet the needs of students with handicaps.

C. The educator can select and develop materials appropriate to the learning needs of students with handicaps.

COMPETENCY #10: EVALUATES CLASSROOM PROGRESS OF STUDENTS WITH HANDICAPS

DESCRIPTION: This competency includes the ability to collect evidence of progress made by students in meeting specific educational objectives; to understand, use, and adapt formal and informal evaluation materials; to interpret results and maintain records.

EXAMPLES:

A. The educator compiles and maintains evaluative data on each student with a handicap.

B. The educator reports data on student progress to other professional personnel including the multidisciplinary team.

C. The educator can modify evaluation materials so that they are educationally appropriate for students with a handicap.

PROCEDURE

During the first and second three-year funding cycles of the Dean's Grant, the faculty of the Duquesne University School of Education was heavily involved in the revision of the various degree and certification programs to include the competencies required of all educators who teach students with handicaps in the least restrictive environment.

In the course of our work, we developed a procedure which may prove useful for faculty of other educational institutions who are also seeking compliance with Public Law 94-142 and the Pennsylvania Department of Education standards for approval of Teacher Certification Programs. The following is a brief outline for the reader's reference, detailing how to use and adapt Duquesne's procedure.

I. Resources Needed:

A. All course syllabi for each certification program in your institution.

B. The list of the ten generic competencies set forth in the Pennsylvania Guidelines (Exhibit A). *

C. A program matrix (Exhibit B). *

D. The "Required Experiences to Meet Competence Worksheet" (Exhibit C). *

E. The "Comprehensive Matrices - Undergraduate Program and Graduate Program" (Exhibit D and E). *

* The directive worksheets for these items are included in this procedure section; blank worksheets for your actual use and adaptation are included in Appendix B of this manual.

II. Sequence of Activities:

A. Review the ten generic competencies (Exhibit A).

B. Write on the Program Matrix (Exhibit B) the name of your program (i.e. "school psychology", "counseling", "secondary education", etc.) and list all of the

required courses within that program down the left side of the matrix by course number and title (see completed samples of program matrices as prepared by Duquesne University's School of Education, Appendix A).

C. Review your course syllabi to determine which competencies are already being addressed in specific courses, and to what degree. Place an "H" for high, "M" for medium and "L" for low to indicate the degree of competence required in the space corresponding to the course listed on the Program Matrix and the competency. (For completed matrices, see Exhibit B-1).

D. Refer to the "Required Experiences to Meet Competence" Worksheet (Exhibit C) and your completed Program Matrix.

1. For each generic competency and course which you matched with an "H", "M", or "L", place one generic competency number on the left side of the worksheet. You will repeat the following process for each course, and for all of the generic competencies related to them.

2. You probably have a specific course or program competency which is worded somewhat differently than appears on the worksheet, but which falls under the generic competency which you just identified by number. Write that specific competency in the second section from the left on the worksheet.

3. Next, consider the experiences which are provided students in the course to facilitate mastery of the specific competency. Write this information in the column on the worksheet marked "Experience."

4. List specific class-use materials or professional resources which assist in the facilitation of mastery of the specific competency.

5. Under the section labeled "Criteria for Evalution", write the criteria required for students to reach competence.

6. Follow this same procedure for every course and competency marked by and "H", "M" or "L" on the Program Matrix.

Note: A sample of the completed worksheets can be found in Exhibit C-1.

E. Information on the Program Matrices should be transferred to a Comprehensive Matrix (Exhibits D and E) in order to create a complete picture of the entire Department/School/or College of Education Curriculum.

1. List all programs in the Undergraduate Curriculum on the left side of the "Comprehensive Matrix - Undergraduate Programs."

2. List the course numbers under each competency for each program.

3. Put an "H", "M" or "L" after the course number to indicate the degree of competency required.

4. Follow the same procedure as explained above for the Graduate Curriculum.

F. The Comprehensive Matrix will allow for a graphic display of the extent to which the ten competencies are included in the existing curriculum of your institution. Resources are included in this manual to assist you in your efforts in completing the process where deficits exist. At Duquesne, we found these materials helpful as (1) Professional Resources; (2) In-class activities/experiences for college students and (3) Materials which students could use in their field of specialization with their respective clientele (i.e. students; clients; in-service teachers, etc.).

By following this procedure throughout Duquesne's School of Education, the School's faculty conducted a very systematic, comprehensive and relatively quick review of the entire school curriculum to determine the extent to which the various degree certification programs were already in compliance, and the necessary program restructuring that would have to be effected to achieve total compliance. Completed Comprehensive and Program Matrices for the Duquesne University School of Education's Graduate and Undergraduate Programs are included in this manual, and they provide a graphic display of the incorporation of the ten generic competencies by the School into the curriculum (See Appendix A).

EXHIBIT A: TEN GENERIC COMPETENCIES

THE EDUCATOR ...

COMPETENCY #1: UNDERSTANDS THE LEGAL BASIS FOR EDUCATING STUDENTS WITH HANDICAPS IN THE LEAST RESTRICTIVE ENVIRONMENT.

COMPETENCY #2: UNDERSTANDS THE IMPLICATIONS WHICH HANDICAPPING CONDITIONS HAVE FOR THE LEARNING PROCESS.

COMPETENCY #3: RECOGNIZES STUDENTS WHO MAY BE IN NEED OF SPECIAL SERVICES.

COMPETENCY #4: MAKES USE OF APPROPRIATE RESOURCE AND SUPPORT SERVICES.

COMPETENCY #5: CONFERS WITH AND REPORTS TO PARENTS ON EDUCATIONAL PROGRAMS FOR STUDENTS WITH HANDICAPS.

COMPETENCY #6: FACILITATES THE SOCIAL ACCEPTANCE OF PERSONS WITH HANDICAPS BY ENCOURAGING POSITIVE INTERPERSONAL RELATIONSHIPS.

COMPETENCY #7: USES INDIVIDUAL, GROUP AND CLASSROOM MANAGEMENT TECHNIQUES FOR EFFECTIVE ACCOMMODATION OF STUDENTS WITH HANDICAPS.

COMPETENCY #8: ACCESSES THE EDUCATIONAL NEEDS OF STUDENTS WITH HANDICAPS.

COMPETENCY #9: MODIFIES INSTRUCTIONAL STRATEGIES TO PROVIDE FOR THE INDIVIDUAL NEEDS OF STUDENTS WITH HANDICAPS.

COMPETENCY #10: EVALUATES CLASSROOM PROGRESS OF STUDENTS WITH HANDICAPS.

Pennsylvania Department of Education. Guidelines for the preparation of teachers in compliance with U.S. Public Law 94-142 requiring the education of students with handicaps in the least restrictive environment. 1980.

PROGRAM MATRIX

EXHIBIT B

Does your program include opportunities for students to reach competence?

Program Name _____

Competencies / Course Number	1. Understands the legal basis for educating students with handicaps in the least restrictive environment.	2. Understands the implications which handicapping conditions have for the learning process.	3. Recognizes students who may be in need of special services.	4. Make use of appropriate resource and support services.	5. Confers with and reports to parents on educational programs for students with handicaps.	6. Facilitates the social acceptance of persons with handicaps by encouraging positive interpersonal relationships.	7. Uses individual, group and classroom management techniques for effective accommodation of students with handicaps.	8. Assesses the educational needs of students with handicaps.	9. Modifies instructional strategies to provide for the individual needs of students with handicaps.	10. Evaluates classroom progress of students with handicaps.
List the required courses here by number and title.		Place an H (high), M (medium), or L (low) to indicate the degree of competence required in the space corresponding to the course and competency.								
Example:										
613 Contemporary Issues	H	M	M	M		L	M	M	M	M
702 Clinical Practicum	L	H	H	H	H	H	L	H	M	M

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Does your program include opportunities for students to reach competence? Competencies / Graduate School Administration --Elementary / Course Number	1. Understands the legal basis for educating students with handicaps in the least restrictive environment.	2. Understands the implications which handicapping conditions have for the learning process.	3. Recognizes students who may be in need of special services.	4. Make use of appropriate resource and support services.	5. Confers with and reports to parents on educational programs for students with handicaps.	6. Facilitates the social acceptance of persons with handicaps by encouraging positive interpersonal relationships.	7. Uses individual, group and classroom management techniques for effective accommodation of students with handicaps.	8. Assesses the educational needs of students with handicaps.	9. Modifies instructional strategies to provide for the individual needs of students with handicaps.	10. Evaluates classroom progress of students with handicaps.
557 Supervision I										
574 Pupil Personnel	H		H	H	L	L	H	H		
671 Elementary Adminis. & Mgmt.	L	L	L	L	H	H	H	L		L
672 Elementary School Curriculum		H	H			H		H	H	H
674 Elementary School Practicum										
681 School Law	H			L	L	L	L	L		
682 School Finance										
685 School Administration Theory		L	H		H				L	H
29										30

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Program Matrix
EXHIBIT B-1a

Does your program include opportunities for students to reach competence?

Competencies

School Administration --Secondary

Course Number	1. Understands the legal basis for educating students with handicaps in the least restrictive environment.	2. Understands the implications which handicapping conditions have for the learning process.	3. Recognizes students who may be in need of special services.	4. Make use of appropriate resource and support services.	5. Confers with and reports to parents on educational programs for students with handicaps.	6. Facilitates the social acceptance of persons with handicaps by encouraging positive interpersonal relationships.	7. Uses individual, group and classroom management techniques for effective accommodation of students with handicaps.	8. Assesses the educational needs of students with handicaps.	9. Modifies instructional strategies to provide for the individual needs of students with handicaps.	10. Evaluates classroom progress of students with handicaps.
531 Secondary School Curriculum										
557 Supervision I										
574 Pupil Personnel	H		H	H	L	L	H	H		
675 Secondary Admin.	H						M		M	
679 Sec. Admin. Prac.										
681 School Law	H			L	L	L	L	L		
682 School Finance										
685 Sec. Admin. Theory		L	H		H				L	H

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Program Matrix
EXHIBIT B-1b

PROGRAM MATRIX EXHIBIT B-

Does your program include opportunities for students to reach competence? Graduate Counselor Education — Competencies / Course Number	1. Understands the legal basis for educating students with handicaps in the least restrictive environment.	2. Understands the implications which handicapping conditions have for the learning process.	3. Recognizes students who may be in need of special services.	4. Make use of appropriate resource and support services.	5. Confers with and reports to parents on educational programs for students with handicaps.	6. Facilitates the social acceptance of persons with handicaps by encouraging positive interpersonal relationships.	7. Uses individual, group and classroom management techniques for effective accommodation of students with handicaps.	8. Assesses the educational needs of students with handicaps.	9. Modifies instructional strategies to provide for the individual needs of students with handicaps.	10. Evaluates classroom progress of students with handicaps.
503. Mod. Rsch. Methods	L	H	L	H		H	L	L	L	H
512. Psychological Testing	M	M	H		M	M	M	H	L	H
514. Human Growth & Dev.	H	H	H	L			H			
550. Fdns. of Guidance	H	H	H	L	L	L	L	L	H	
553. Coun.:Theory & Techn.	L	L	L	L	L	L	L	L		
554. Car. Dev. & Voc. Coun	L	L	L	H		L	L		L	H
555. Coun. & Consul. in the Elem. Sch.	L	L	L	L	H	L	L	L	L	
556. Inform. Ser. in the Elem. School	L		L	H		L	H	H		H
650. Interdis. Seminar	L	L		H	L	L	L	L		
655. Orient. to Coun.	L	L	L	H	H	H	L			
656. Couns. Practicum			L	L	L	L		L		
657. Couns. Practicum			L	L	L	L		L		

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REQUIRED EXPERIENCES TO MEET COMPETENCE WORKSHEET EXHIBIT C

Comp. #	Specific to Course Competency	Experience	Class Materials/ Professional Resources	Criteria for Evaluation
List the number of generic competency here.	Write the specific course/program competencies as they relate to each generic competency.	List the experiences provided in the course to facilitate the mastering of each specific competency.	List specific resources used to assist in the facilitation of mastering this competency.	List the criteria required for students to reach competence.

Name Professor's Name Course # _____

Program Certification Program Course Title _____

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Comp. #	Specific to Course Competency	Experience	Class Materials/ Professional Resources	Criteria for Evaluation
2	Characteristics of Handicapped Children. To help the teacher identify students with learning disabilities.	Slide Cassette Program for Teachers (4 casettes, 213 slides, 4 trays) 1. Language Disabilities 2. Behavior Problems 3. Learning 4. Perceptual and Motor Problems	Hubbard $215 P. O. Box 104 Northbrook, Illinois 60062 Clark, Ann D. "Differences" WP Reach #14x-216	Discussion-Group or Self Check Tool 1. What things make for differences? 2. What things can I see that distinguish these differences? 3. How do I work with these differences? 4. Where can I go and what can I use to help me with these differences?
2	To familiarize professionals, paraprofessionals and parents with the special problems of the handicapped, and the diagnosis, treatment and support services available to child and family.	Sound-Color Filmstrip Programs Children with Handicaps 1. Intellectual Disabilities. . . . 2. Physical Disabilities. . . 3. Behavioral and Emotional Di 4. Educational and Language Di Each program has 5 filmstrips and 3 cassette tapes total 20 filmstrips and 12 cassettes for indiv. in class	Parents Magazine Films, Inc. 52 Vanderbilt Avenue New York, NY 10017 . . . WP Reach #12x158 . . . . WP Reach #12x157 . . . . . sabilities WP Reach #12x156. . . sabilities WP Reach #12x159. . .	Discussion Guide Questions . .$65 1975 . .$65 1975 . .$65 1975 . .$65 1975

EXHIBIT C-1a

Name Dr. Mary Frances Grasinger

Course # 672

Program School Administration

Course Title Elementary School Curriculum

Comp. #	Specific to Course Competency	Experience	Class Materials/ Professional Resources	Criteria for Evaluation
4	Students get to know various referral agencies and materials that counselors can utilize to help teachers.	Visit various agencies and develop a referral list of agencies. Visit A.I.U. resource center and REACH center.	Where to Turn	Examine logs of visits. List of materials developed List of agencies
7	Classroom management principles should be mastered as well as disciplining techniques and process teaching.	Discussion and presentation of management and discipline techniques. Discussion of minoring, sparking, feeding.	1) Glasser's 10 steps to Discipline 2) Discipline in the Classroom 3) Process Ed. filmstrip 4) Behavior Modification Skills.	Evaluate by exam the management principles, discipline principles and process education principles.
8	Students must know various formal and informal assessment techniques for individuals.	Various group testing procedures are examined, as are informal assessment techniques such as times observations and checklists.	1) Education Diagnostic Inventories. 2) M.H. and the Org. of Data for the I.E.P. Report	Developed checklists are evaluated. Student groups and observations are evaluated.

EXHIBIT C-1b

Name Dr. Joseph Maola

Course # 556

Program Counselor Education

Course Title Information Service in the Elementary School

COMPREHENSIVE MATRIX

EXHIBIT D

UNDER-GRADUATE PROGRAM / COMPETENCIES	Legal basis 1	Handicapping conditions 2	Recognition of needs 3	Resources and services 4	Parents 5	Social acceptance 6	Manage-ment 7	Assessment 8	Instructional strategies 9	Evaluates progress 10
LIST ALL UNDERGRADUATE PROGRAMS IN THIS COLUMN		LIST ALL COURSE NUMBERS FOLLOWED BY AN "H", "M" OR AN "L" TO INDICATE THE DEGREE OF COMPETENCE REQUIRED.								

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M E H I S E A T X EXHIBIT E

GRADUATE PROGRAM / COMPETENCIES	Legal basis 1	Handicapping conditions 2	Recognition of needs 3	Resources and services 4	Parents 5	Social acceptance 6	Management 7	Assessment 8	Instructional strategies 9	Evaluates progress 10
LIST ALL GRADUATE PROGRAMS IN THIS COLUMN		LIST ALL COURSE NUMBERS FOLLOWED BY AN "H", "M" OR AN "L" TO INDICATE THE DEGREE OF COMPETENCE REQUIRED.								

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Comprehensive Matrix
EXHIBIT E

APPENDICES

APPENDIX A:

Duquesne University School of Education Comprehensive and Program Matrices

The ten generic competencies have been incorporated into existing Duquesne University School of Education Certification Programs.

Appendix A features the Undergraduate Comprehensive matrix followed by Program Matrices for individual undergraduate programs.

Also included is the Graduate Comprehensive matrix, followed by Program Matrices for individual graduate programs.

COMPREHENSIVE MATRIX

UNDER-GRADUATE PROGRAM / COMPETENCIES	Legal basis 1	Handicapping conditions 2	Recognition of needs 3	Resources and services 4	Parents 5	Social acceptance 6	Manage-ment 7	Assessment 8	Instructional strategies 9	Evaluates progress 10
Component I	101 L			101 M	101 L	101 H	101 H		101 L	
Component II	215 L 216 L	215 M 216 M								
Component III	217 M 218 M	217 M 218 M		217 M 218 M		217 H 218 H		217 M 218 M	217 M 218 M	
Component IV		BEING								
Component V				DEVELOPED						
Elementary Ed.	325 M 481 L 326 M 484 L 330 M 485 M	320 M 332 M 325 M 333 L 326 M 481 L 330 M 484 L 331 L 485 L	320 M 331 M 321 M 332 M 325 M 333 M 326 M 481 L 330 M 484 L 485 M	325 L 481 M 326 L 485 M 330 M	320 L 332 L 321 L 333 L 330 M 485 M 331 L	320 M 331 M 321 M 332 M 325 M 333 M 326 M 484 M 330 M 485 M	320 M 331 M 321 L 332 M 325 M 333 M 326 M 485 M 330 M	320 L 331 M 321 L 332 L 325 M 333 L 326 M 485 M 330 M	320 M 332 M 321 M 333 M 325 L 481 M 326 M 484 L 330 M 485 M 331 M	320 M 330 M 321 M 331 M 325 M 332 M 326 M 485 M
Special Ed.	309 M 377 M 325 M 486 M 330 M 487 M 374 L 488 M 376 M	309 M 374 M 320 M 376 M 325 M 377 M 330 M 486 M 331 L 487 M 332 L 488 M 333 L	309 M 374 M 320 M 376 M 325 M 377 M 330 M 486 M 331 M 487 M 332 M 488 M 333 M	309 M 377 M 325 L 486 M 330 M 487 M 374 L 488 M 376 M	309 M 374 L 320 L 376 M 330 M 377 M 331 L 486 M 332 L 487 M 333 L 488 M	309 M 374 M 320 M 376 M 325 M 377 M 330 M 486 M 331 M 487 M 332 M 488 M 333 M	309 L 374 M 320 L 376 M 325 M 377 M 330 M 486 M 331 M 487 M 332 L 488 M 333 L	309 L 374 M 320 M 376 M 325 M 377 M 330 M 486 M 331 M 487 M 332 M 488 M 333 M	309 L 374 M 320 M 376 M 325 M 377 M 330 M 486 M 331 M 487 M 332 M 488 M 333 M	309 L 374 M 320 M 376 M 325 M 377 M 330 M 486 M 331 M 487 M 332 M 488 M 333 M
Secondary Ed.	319 M 497 L	497 H	497 H	319 M 497 H	497 M	215 H 497 H	215 L 497 H	215 M 497 H	215 M 497 H 319 M	215 M 497 H

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PROGRAM MATRIX

Does your program include opportunities for students to reach competence? Competency Core Curriculum — Competencies / Course Number	1. Understands the legal basis for educating students with handicaps in the least restrictive environment.	2. Understands the implications which handicapping conditions have for the learning process.	3. Recognizes students who may be in need of special services.	4. Make use of appropriate resource and support services.	5. Confers with and reports to parents on educational programs for students with handicaps.	6. Facilitates the social acceptance of persons with handicaps by encouraging positive interpersonal relationships.	7. Uses individual, group and classroom management techniques for effective accommodation of students with handicaps.	8. Assesses the educational needs of students with handicaps.	9. Modifies instructional strategies to provide for the individual needs of students with handicaps.	10. Evaluates classroom progress of students with handicaps.
101 Intro. to Education	L			M	L	H	H		L	
215/216 Devel. Found. of Education I	L	M								
217/218 Devel. Found. of Education II	M	M		M		H		M	M	
315/316 Curriculum and Instruc. I	BEING									
317/318 Curriculum and Instruc. II			DEVELOPED							

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PROGRAM MATRIX

Does your program include opportunities for students to reach competence? Undergraduate Elementary — Competencies / Course Number	1. Understands the legal basis for educating students with handicaps in the least restrictive environment.	2. Understands the implications which handicapping conditions have for the learning process.	3. Recognizes students who may be in need of special services.	4. Make use of appropriate resource and support services.	5. Confers with and reports to parents on educational programs for students with handicaps.	6. Facilitates the social acceptance of persons with handicaps by encouraging positive interpersonal relationships.	7. Uses individual, group and classroom management techniques for effective accommodation of students with handicaps.	8. Assesses the educational needs of students with handicaps.	9. Modifies instructional strategies to provide for the individual needs of students with handicaps.	10. Evaluates classroom progress of students with handicaps.
320. Intro. to Art		M	M		L	M	H	L	H	M
320. Eurythmics		M	M		L	M	H	L	H	M
321. Music for Classroom Teacher		M	M		L	M	H	L	H	M
325. Tchg. Rdg. Primary School	M	M	M	L		H	L	M	H	H
326. Tchg. Rdg. Int. & Mid. Sch.	M	M	M	L		H	M	H	H	H
330. Tchg. El. Lang. Arts & Reading.	M	M	H	M	M	H	M	H	M	H
331. Tchg. El. Social Studies		L	M		L	M	H	M	H	M
332. Tchg. El. Math		L	M		L	M	H	L	H	M
333. Tchg. El. Science		L	M		L	M	H	L	H	M
484. Children's Lit.	L	L	L			L			L	L
485. Prod. in Tchg. Rdg.	M	H	H	M	M	H	M	H	H	H

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PROGRAM MATRIX

Does your program include opportunities for students to reach competence? Undergraduate Secondary — Competencies / Course Number	1. Understands the legal basis for educating students with handicaps in the least restrictive environment.	2. Understands the implications which handicapping conditions have for the learning process.	3. Recognizes students who may be in need of special services.	4. Make use of appropriate resource and support services.	5. Confers with and reports to parents on educational programs for students with handicaps.	6. Facilitates the social acceptance of persons with handicaps by encouraging positive interpersonal relationships.	7. Uses individual, group and classroom management techniques for effective accommodation of students with handicaps.	8. Assesses the educational needs of students with handicaps.	9. Modifies instructional strategies to provide for the individual needs of students with handicaps.	10. Evaluates classroom progress of students with handicaps.
215 Tchg. Sec. Grammar & Comp.						H	L	M	M	M
316 Tchg. Sec. Math & Science										
318 Tchg. Sec. Foreign Lang.										
319 Tchg. Secondary Social Studies	M			M					M	
497 Rdg. in Soc. School	L	H	H	H	M	H	H	H	H	H

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PROGRAM MATRIX

Does your porgram include opportunities for students to reach competence? Competencies / Undergraduate Special Education / **Course Number**	1. Understands the legal basis for educating students with handicaps in the least restrictive environment.	2. Understands the implications which handicapping conditions have for the learning process.	3. Recognizes students who may be in need of special services.	4. Make use of appropriate resource and support services.	5. Confers with and reports to parents on educational programs for students with handicaps.	6. Facilitates the social acceptance of persons with handicaps by encouraging positive interpersonal relationships.	7. Uses individual, group and classroom management techniques for effective accommodation of students with handicaps.	8. Assesses the educational needs of students with handicaps.	9. Modifies instructional strategies to provide for the individual needs of students with handicaps.	10. Evaluates classroom progress of students with handicaps.
309 Found. Special Ed.	H	H	H	H	M	H	L	L	L	L
320 Intro. To Art.		M	M		L	H	H	L	H	M
325 Tchg. Reading Primary School	M	M	M	L		H	L	M	H	H
330 Tchg. El. Lang.	M	M	H	M	M	H	M	H	M	H
331 Tchg. Social Studies		L	M		L	H	H	M	H	M
332 Tchg. El. Math		L	M		L	H	H	L	H	M
333 Tchg. El. Science		L	M		L	H	H	L	H	M
374 Music for Excep. Child	L	M	M	L	L	H	M	M	H	M
376 Methods of Sp. Ed.	H	H	H	M	M	H	M	H	H	H
377 Methods of Sp. Ed.	H	M	M	M	H	H	H	M	H	H
486 Tchg. Mildly Hand.	M	H	H	H	M	H	H	H	H	H
487 Tchg. Sev. Hand.	M	H	H	H	M	H	H	H	H	H
488 Voc. Ed. Hand.	M	H	H	H	M	H	H	H	H	H

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COMPREHENSIVE MATRIX

GRADUATE PROGRAM / COMPETENCIES	Legal basis 1	Handicapping conditions 2	Recognition of needs 3	Resources and services 4	Parents 5	Social acceptance 6	Manage-ment 7	Assessment 8	Instructional strategies 9	Evaluates progress 10
+ Elementary * Secondary **Administration**	574 L+* 671 L+ 681 H+*	671 L+ 685 L+* 672 H+	574 H+* 685 H+* 671 L+ 685 H+* 672 H+	574 H+* 671 L+ 681 L+*	574 L+* 671 H+ 681 L+* 685 H+*	574 L+* 681 L+* 671 H+ 672 H+	574 H+* 671 H+ 681 L+*	574 H+* 681 L+* 671 L+ 672 H+	672 H+ 685 L+*	671 L+ 685 H+* 672 H+
+ Elementary * Secondary **Counseling**	514 H+* 555 L+ 550 H+* 556 L+ 553 L+ 656 L+* 554 L+ 655 L+*	514 H+* 555 L+ 550 H+* 650 L+* 553 L+ 655 L+* 554 L+	512 H+* 556 L+ 550 H+* 655 L+* 553 L+ 656 L+* 554 L+ 657 L+* 558 L+	514 L+* 556 H+ 550 L+* 650 H+* 553 L+ 655 H+* 554 H+ 656 L+* 586 L+ 657 L+*	512 H+* 655 H+* 550 L+* 656 L+* 555 H+ 657 L+* 660 L+*	550 L+* 635 H+* 553 L+ 650 L+* 554 L+ 653 H+* 555 L+ 656 L+* 558 L+ 657 L+*	514 H+* 555 L+ 550 L+* 556 H+ 553 L+ 660 L+* 554 H+	512 H+* 556 H+ 550 L+* 650 L+* 553 L+ 655 L+* 554 H+ 656 L+* 565 L+ 657 L+*	550 H+* 555 L+	554 H+ 556 H+
Elementary Ed.	521 L 524 H 523 L 549 L 524 H	521 L 527 L 523 H 528 L 524 H 549 L	521 L 527 M 523 H 528 M 524 H	521 L 524 L 523 M	521 L 527 L 523 H 528 L	521 H 527 H 523 H 528 H 524 H 549 L 525 M	521 M 525 M 523 H 527 H 524 L 528 H	521 L 527 L 523 L 528 L 524 M	521 M 525 M 523 H 527 H 524 H 528 H	523 H 527 M 524 M 528 M
Foundations	501 L 505 H 503 L 511 L	501 L 505 L 503 H 511 H	501 L 505 L 503 L 511 H	501 H 511 L 503 H		501 H 505 H 503 H 511 L	501 L 505 L 503 L	501 L 511 H 503 L	501 L 505 L 503 L 511 L	501 H 511 H 503 L
Library Science	517 L 549 L 541 H 549 L 541 L 643 L	541 L 549 L	541 H	541 H 643 L 544 M		517 L 549 L 541 L 643 H 543 M			541 L 543 L	
Psychology	512 M 691 M 611 M 693 M 613 M 699 L 618 L 701 M 691 M 702 M	510 H 691 M 512 M 692 M 514 M 693 M 611 M 699 L 613 M 701 M 618 L 702 M	510 M 619 H 512 H 691 H 514 M 692 M 611 M 693 M 612 M 694 M 613 M 701 M 618 M 702 M	510 L 691 M 514 L 692 M 611 M 693 M 612 L 701 M 613 M 702 M 618 M	512 M 693 M 611 M 701 M 691 M 702 M 692 M	512 M 692 M 611 M 693 M 611 L 701 M 691 M 702 M	510 L 691 M 512 M 692 M 514 M 693 M 611 L 701 M 613 M 702 M	510 L 693 M 512 M 692 M 611 L 691 M 613 M 701 M 618 L 702 M	510 M 618 M 512 L 691 M 514 M 692 M 611 L 693 M 612 M 701 M 613 M 702 M	501 L 693 M 512 H 692 M 514 M 693 M 611 L 701 M 613 M 702 M 618 M
Reading	521 L 625 L 523 L 630 M 524 M	521 L 625 M 523 M 627 M 524 M 628 M 529 M 630 M	521 L 625 M 523 M 627 M 524 M 628 M 529 M 630 M	521 L 625 M 523 M 627 M 524 L 628 M 529 M 630 M	521 L 627 M 523 M 628 M 625 L 630 M	521 L 625 L 523 M 627 M 524 M 628 M 529 M 630 M	521 M 625 L 523 M 627 M 524 L 628 M 529 M 630 M	521 L 625 M 523 L 627 M 524 M 628 M 529 M 630 M	521 M 625 M 523 M 627 M 524 M 630 M 529 M	521 M 625 M 524 M 627 M 529 M 630 M
Secondary Ed.	533 M	533 L	533 L	525 M 533 M	533 M	533 M	533 M	533 L	525 M 533 M	533 L
Special Ed.	552 L 580 M 661 M 561 L 585 M 662 M 563 M 590 M 663 L 565 L 611 M 664 L 567 L 660 M 667 L 570 M 690 L	552 M 580 M 661 M 561 M 585 M 662 M 563 M 590 M 663 M 565 M 611 M 664 M 567 M 660 M 667 M 570 M 690 M	552 M 580 M 661 M 561 M 585 M 662 M 563 M 590 M 663 M 565 M 611 M 664 M 567 L 660 M 667 M 570 M 690 M	552 M 580 M 661 M 561 M 585 M 662 M 563 M 590 M 663 M 565 M 611 M 664 M 567 L 660 M 667 M 570 M 690 M	552 M 580 M 661 M 561 M 585 M 662 M 563 M 590 M 663 M 565 M 611 M 664 M 567 M 660 M 667 M 570 M 690 M	552 M 580 M 661 M 561 M 585 M 662 M 563 M 590 M 663 L 565 M 611 M 664 M 567 M 660 M 667 M 570 L 690 M	552 M 580 M 661 M 561 M 585 M 662 M 563 M 590 M 663 M 565 M 611 L 664 M 567 L 660 M 667 M 570 M 690 M	552 L 580 M 661 M 561 M 585 M 662 M 563 M 590 M 663 M 565 M 611 L 664 M 567 L 660 M 667 M 570 M 690 M	552 L 580 M 661 M 561 M 585 M 662 M 563 M 590 M 663 M 565 M 611 L 664 M 567 M 660 M 667 M 570 M 690 M	552 L 580 M 661 M 561 M 585 M 662 M 563 M 590 M 663 M 565 M 611 L 664 M 567 M 660 M 667 M 570 M 690 M
Supervision	545 L 556 M 547 L			557 L 559 M 558 M	557 L 559 M				545 M 559 M	545 M 559 M 547 L

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PROGRAM MATRIX

Does your program include opportunities for students to reach competence? Competencies / Graduate School Administration --Elementary / Course Number	1. Understands the legal basis for educating students with handicaps in the least restrictive environment.	2. Understands the implications which handicapping conditions have for the learning process.	3. Recognizes students who may be in need of special services.	4. Make use of appropriate resource and support services.	5. Confers with and reports to parents on educational programs for students with handicaps.	6. Facilitates the social acceptance of persons with handicaps by encouraging positive interpersonal relationships.	7. Uses individual, group and classroom management techniques for effective accommodation of students with handicaps.	8. Assesses the educational needs of students with handicaps.	9. Modifies instructional strategies to provide for the individual needs of students with handicaps.	10. Evaluates classroom progress of students with handicaps.
557 Supervision I										
574 Pupil Personnel	H		H	H	L	L	H	H		
671 Elementary Adminis. & Mgmt.	L	L	L	L	H	H	H	L		L
672 Elementary School Curriculum		H	H			H		H	H	H
674 Elementary School Practicum										
681 School Law	H			L	L	L	L	L		
682 School Finance										
685 School Administration Theory		L	H		H				L	H

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Does your program include opportunities for students to reach competence?

Competencies

School Administration --Secondary

Course Number	1. Understands the legal basis for educating students with handicaps in the least restrictive environment.	2. Understands the implications which handicapping conditions have for the learning process.	3. Recognizes students who may be in need of special services.	4. Make use of appropriate resource and support services.	5. Confers with and reports to parents on educational programs for students with handicaps.	6. Facilitates the social acceptance of persons with handicaps by encouraging positive interpersonal relationships.	7. Uses individual, group and classroom management techniques for effective accommodation of students with handicaps.	8. Assesses the educational needs of students with handicaps.	9. Modifies instructional strategies to provide for the individual needs of students with handicaps.	10. Evaluates classroom progress of students with handicaps.
531 Secondary School Curriculum										
557 Supervision I										
574 Pupil Personnel	H		H	H	L	L	H	H		
675 Secondary Admin.	H						M		M	
679 Sec. Admin. Prac.										
681 School Law	H			L	L	L	L	L		
682 School Finance										
685 Sec. Admin. Theory		L	H		H				L	H

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PROGRAM MATRIX

Does your program include opportunities for students to reach competence? Graduate Counselor Education — Competencies / Course Number	1. Understands the legal basis for educating students with handicaps in the least restrictive environment.	2. Understands the implications which handicapping conditions have for the learning process.	3. Recognizes students who may be in need of special services.	4. Make use of appropriate resource and support services.	5. Confers with and reports to parents on educational programs for students with handicaps.	6. Facilitates the social acceptance of persons with handicaps by encouraging positive interpersonal relationships.	7. Uses individual, group and classroom management techniques for effective accommodation of students with handicaps.	8. Assesses the educational needs of students with handicaps.	9. Modifies instructional strategies to provide for the individual needs of students with handicaps.	10. Evaluates classroom progress of students with handicaps.
503. Mod. Rsch. Methods	L	H	L	H		H	L	L	L	H
512. Psychological Testing	M	M	H		M	M	M	H	L	H
514. Human Growth & Dev.	H	H	H	L			H			
550. Fdns. of Guidance	H	H	H	L	L	L	L	L	H	
553. Coun.:Theory & Techn.	L	L	L	L	L	L	L	L		
554. Car. Dev. & Voc. Coun	L	L	L	H		L	L		L	H
555. Coun. & Consul. in the Elem. Sch.	L	L	L	L	H	L	L	L	L	
556. Inform. Ser. in the Elem. School	L		L	H		L	H	H		H
650. Interdis. Seminar	L	L		H	L	L	L	L		
655. Orient. to Coun.	L	L	L	H	H	H	L			
656. Couns. Practicum			L	L	L	L		L		
657. Couns. Practicum			L	L	L	L		L		

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Does your program include opportunities for students to reach competence?

Graduate Elementary Certification — Course Number / Competencies	1. Understands the legal basis for educating students with handicaps in the least restrictive environment.	2. Understands the implications which handicapping conditions have for the learning process.	3. Recognizes students who may be in need of special services.	4. Make use of appropriate resource and support services.	5. Confers with and reports to parents on educational programs for students with handicaps.	6. Facilitates the social acceptance of persons with handicaps by encouraging positive interpersonal relationships.	7. Uses individual, group and classroom management techniques for effective accommodation of students with handicaps.	8. Assesses the educational needs of students with handicaps.	9. Modifies instructional strategies to provide for the individual needs of students with handicaps.	10. Evaluates classroom progress of students with handicaps.
521 Rdng. Pgms. & Instruc.	L	L	L	L	L	H	M	L	M	
523 Tchg. the Lang. Arts	L	H	H	M	H	H	H	L	H	H
524 Psych. of Rdng.	M	H	H	L		H	L	M	H	M
525 Tchg. Social Studies	H					M	M		M	
527 Tchg. Elem. Math		L	M		L	H	H	L	H	M
528 Tchg. Elem. Science		L	M		L	H	H	L	H	M
549 Elem. School Lit.	L	L				L				

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PROGRAM MATRIX

Does your program include opportunities for students to reach competence? Competencies / Foundations of Education / General Education / **Course Number**	1. Understands the legal basis for educating students with handicaps in the least restrictive environment.	2. Understands the implications which handicapping conditions have for the learning process.	3. Recognizes students who may be in need of special services.	4. Make use of appropriate resource and support services.	5. Confers with and reports to parents on educational programs for students with handicaps.	6. Facilitates the social acceptance of persons with handicaps by encouraging positive interpersonal relationships.	7. Uses individual, group and classroom management techniques for effecive accommodation of students with handicaps.	8. Assesses the educational needs of students with handicaps.	9. Modifies instructional strategies to provide for the individual needs of students with handicaps.	10. Evaluates classroom progress of students with handicaps.
501 Ed. Research	L	L	L	H		H	L	L	L	H
503 Mod. Research Meth.	L	H	L	H		H	L	L	L	L
505 Ed. Philosophy	H	L	L			H	L		L	
507 Hist. of Amer. Ed.	L					H				
509 Independent Study										
511 Ed. Statistics	L	H	H	L		L		H	L	H
607 Hist. of Western Ed.	L					H				

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PROGRAM MATRIX

Does your program include opportunities for students to reach competence? Competencies / Graduate Library Science Course Number	1. Understands the legal basis for educating students with handicaps in the least restrictive environment.	2. Understands the implications which handicapping conditions have for the learning process.	3. Recognizes students who may be in need of special services.	4. Make use of appropriate resource and support services.	5. Confers with and reports to parents on educational programs for students with handicaps.	6. Facilitates the social acceptance of persons with handicaps by encouraging positive interpersonal relationships.	7. Uses individual, group and classroom management techniques for effective accommodation of students with handicaps.	8. Assesses the educational needs of students with handicaps.	9. Modifies instructional strategies to provide for the individual needs of students with handicaps.	10. Evaluates classroom progress of students with handicaps.
502 Effective Use of Instruc. Materials										
507 Sem. in Children's Authors and Illus.	L					L				
540 Selection of Library Materials										
541 Principles of Library Science	M	L	L			L			L	
543 Cataloging and Classification	L					L			L	
544 Reference Services	L			M		L				
548 Multi-Media Services										
549 Elem. School Lit.	L	L	L			L				
590 Internship: Library Science										
642 Sem. in Resources										
643 History of Books and Libraries	L			L		L				
648 Admin. of the School Library/Media Center										
649 Sem. in Admin. of the School Lib./Media Ctr.										
690 Practicum: Library Sciences										

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PROGRAM MATRIX

Does your program include opportunities for students to reach competence? School Psychology — Competencies / Course Number	1. Understands the legal basis for educating students with handicaps in the least restrictive environment.	2. Understands the implications which handicapping conditions have for the learning process.	3. Recognizes students who may be in need of special services.	4. Make use of appropriate resource and support services.	5. Confers with and reports to parents on educational programs for students with handicaps.	6. Facilitates the social acceptance of persons with handicaps by encouraging positive interpersonal relationships.	7. Uses individual, group and classroom management techniques for effective accommodation of students with handicaps.	8. Assesses the educational needs of students with handicaps.	9. Modifies instructional strategies to provide for the individual needs of students with handicaps.	10. Evaluates classroom progress of students with handicaps.
510 Learning Theory		H	M	L			L	L	M	L
512 Psych. Testing	M	M	H		M	M	M	H	L	H
514 Human Growth and Development		H	M	L			M		M	M
611 Psych. of Exceptional Persons	H	H	H	H	M	H	L	L	L	L
612 Personality Theory			M	L					M	
613 Contemporary Issues	H	M	M	M		L	M	M	M	M
618 Projective Techniques	L	L	M	M				L	M	M
619 Pro Seminar in Freud			H							
691 Psychotherapy with Children	M	H	H	M	H	H	H	H	H	H
692 Individual Testing I	M	M	M	M	M	M	M	M	M	H
693 Individual Testing II	H	H	H	H	H	H	H	H	H	H
694 Deviant Behavior	L	L	H							
701 Clinical Practicum	H	H	H	H	H	H	H	H	H	H
702 Clinical Practicum	H	H	H	H	H	H	H	H	H	H

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PROGRAM MATRIX

Does your program involve opportunities for students to reach competence? Competencies / Graduate Reading and Language Arts / Course Number	1. Understands the legal basis for educating students with handicaps in the least restrictive environment.	2. Understands the implications which handicapping conditions have for the learning process.	3. Recognizes students who may be in need of special services.	4. Make use of appropriate resource and support services.	5. Confers with and reports to parents on educational programs for students with handicaps.	6. Facilitates the social acceptance of persons with handicaps by encouraging positive interpersonal relationships.	7. Uses individual, group and classroom management techniques for effective accommodation of students with handicaps.	8. Assesses the educational needs of students with handicaps.	9. Modifies instructional strategies to provide for the individual needs of students with handicaps.	10. Evaluates classroom progress of students with handicaps.
521 Rdg. Programs and Institution	L	L	L	L	L	L	M	L	M	
523 Teaching the Language Arts	L	H	H	M	H	H	H	L	H	H
524 Psych. of Reading	M	H	H	L		H	L	M	H	M
527 Teaching Elementary Math.		M	M	M		H	M	M	H	M
625 Reading Disabilities	L	H	H	H	L	L	L	H	M	H
627 Reading Diagnostic Laboratory		H	H	H	M	H	H	H	M	H
628 Tutorial Labs		H	H	H	H	H	H	H		
630 Seminar in Reading and the Language Arts										
	M	H	H	H	H	H	H	M	M	M

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PROGRAM MATRIX

Does your program include opportunities for students to reach competence?

Graduate
Secondary

Competencies

Course Number	1. Understands the legal basis for educating students with handicaps in the least restrictive environment.	2. Understands the implications which handicapping conditions have for the learning process.	3. Recognizes students who may be in need of special services.	4. Make use of appropriate resource and support services.	5. Confers with and reports to parents on educational programs for students with handicaps.	6. Facilitates the social acceptance of persons with handicaps by encouraging positive interpersonal relationships.	7. Uses individual, group and classroom management techniques for effective accommodation of students with handicaps.	8. Assesses the educational needs of students with handicaps.	9. Modifies instructional strategies to provide for the individual needs of students with handicaps.	10. Evaluates classroom progress of students with handicaps.
525 Tchg. Social Studies				M					H	
533 Curr. and Methods	H	L	L	H	L	H	H	L	H	L
534 Teaching English										
538 Drug Abuse										

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Does your program include opportunities for students to reach competence?

Competencies

Graduate
Special Education

Course Number	1. Understands the legal basis for educating students with handicaps in the least restrictive environment.	2. Understands the implications which handicapping conditions have for the learning process.	3. Recognizes students who may be in need of special services.	4. Make use of appropriate resource and support services.	5. Confers with and reports to parents on educational programs for students with handicaps.	6. Facilitates the social acceptance of persons with handicaps by encouraging positive interpersonal relationships.	7. Uses individual, group and classroom management techniques for effective accommodation of students with handicaps.	8. Assesses the educational needs of students with handicaps.	9. Modifies instructional strategies to provide for the individual needs of students with handicaps.	10. Evaluates classroom progress of students with handicaps.
552 Counseling Parents of the Handicapped	L	H	H	H	H	H	H	L	L	L
561 Speech and Language Problems	L	H	H	H	M	M	M	H	H	H
563 Physical and Multiple Handicaps	M	H	H	H	M	H	H	H	M	H
565 Ed. of the Developmentally Young	L	H	H	H	M	M	M	H	H	H
567 Music and Movement for the Exceptional Child	L	M	L	L	M	H	L	L	H	M
570 Selecting/Adapting/Evaluating Materials	H	H	H	H	M	L	H	H	H	H
580 Vocational Education for the Handicapped	H	H	H	H	M	H	H	H	H	H
585 Field Experience	M	H	M	H	M	H	H	H	H	H
611 Psychology of Exceptional Persons	H	H	H	H	M	H	L	L	L	L
660 Mental Retardation in Schools and Society	M	H	H	H	M	H	M	M	M	M
661 Teaching the Gifted	M	H	H	H	M	M	M	H	M	H
662 Introduction to Learning Disabilities	L	H	H	M	M	H	M	H	M	H
663 Diagnostic and Prescriptive Teaching	L	H	H	H	M	L	H	H	H	H
664 Behavior Disorders	L	H	H	H	M	L	H	H	H	H
667 The Autistic and Autistic-Like Persons	L	H	H	H	M	H	M	H	M	H

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PROGRAM MATRIX

Graduate Special Education (continued) — Competencies / Course Number	1. Understands the legal basis for educating students with handicaps in the least restrictive environment.	2. Understands the implications which handicapping conditions have for the learning process.	3. Recognizes students who may be in need of special services.	4. Make use of appropriate resource and support services.	5. Confers with and reports to parents on educational programs for students with handicaps.	6. Facilitates the social acceptance of persons with handicaps by encouraging positive interpersonal relationships.	7. Uses individual, group and classroom management techniques for effective accommodation of students with handicaps.	8. Assesses the educational needs of students with handicaps.	9. Modifies instructional strategies to provide for the individual needs of students with handicaps.	10. Evaluates classroom progress of students with handicaps.
590-690 Practicum	M	H	M	H	M	H	H	H	H	H

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PROGRAM MATRIX

Does your program include opportunities for students to reach competence? Competencies / Graduate Supervision / Course Number	1. Understands the legal basis for educating students with handicaps in the least restrictive environment.	2. Understands the implications which handicapping conditions have for the learning process.	3. Recognizes students who may be in need of special services.	4. Make use of appropriate resource and support services.	5. Confers with and reports to parents on educational programs for students with handicaps.	6. Facilitates the social acceptance of persons with handicaps by encouraging positive interpersonal relationships.	7. Uses individual, group and classroom management techniques for effective accommodation of students with handicaps.	8. Assesses the educational needs of students with handicaps.	9. Modifies instructional strategies to provide for the individual needs of students with handicaps.	10. Evaluates classroom progress of students with handicaps.
545 Curriculum I	L								H	H
547 Curriculum II	L									H
557 Supervision I				L	L					
558 Supervision II	H			H						
559 Supervision III				H	H				H	H

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APPENDIX B: WORKSHEETS

These worksheets are provided for use in program/course revision. You are encouraged to reproduce them as needed.

PROGRAM MATRIX

Does your program include opportunities for students to reach competence?

Program Name _____

Competencies / Course Number	1. Understands the legal basis for educating students with handicaps in the least restrictive environment.	2. Understands the implications which handicapping conditions have for the learning process.	3. Recognizes students who may be in need of special services.	4. Make use of appropriate resource and support services.	5. Confers with and reports to parents on educational programs for students with handicaps.	6. Facilitates the social acceptance of persons with handicaps by encouraging positive interpersonal relationships.	7. Uses individual, group and classroom management techniques for effective accommodation of students with handicaps.	8. Assesses the educational needs of students with handicaps.	9. Modifies instructional strategies to provide for the individual needs of students with handicaps.	10. Evaluates classroom progress of students with handicaps.

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REQUIRED EXPERIENCES TO MEET COMPETENCE WORKSHEET

Worksheet B

Comp. #	Specific to Course Competency	Experience	Class Materials/ Professional Resources	Criteria for Evaluation

86

87

Name _____ Course # _____

Program _____ Course Title _____

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COMPREHENSIVE MATRIX

Worksheet C

UNDER-GRADUATE PROGRAM / COMPETENCIES	Legal basis 1	Handicapping conditions 2	Recognition of needs 3	Resources and services 4	Parents 5	Social acceptance 6	Manage-ment 7	Assessment 8	Instructional strategies 9	Evaluates progress 10

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COMPREHENSIVE MATRIX

Worksheet D

GRADUATE PROGRAM / COMPETENCIES	Legal basis 1	Handicapping conditions 2	Recognition of needs 3	Resources and services 4	Parents 5	Social acceptance 6	Manage-ment 7	Assessment 8	Instructional strategies 9	Evaluates program 10

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RESOURCES

RESOURCES

An annotated listing of various publications, references and resource materials that the Duquesne University School of Education faculty found useful in incorporating the competencies into their programs is included in this section. While many other resources could be included in this listing, only those items which faculty members have actually used or examined are included herein. These resources are available from the respective vendors, as well as from the Western Pennsylvania Special Education Regional Resource Center (REACH) in Gibsonia, Pa. The competencies to which each of the resources pertain is indicated in the first listing by author (alphabetically) and in the second listing by competency. For your convenience, both listings are further broken down and categorized as "Books" and "Media" reference sources.

RESOURCES: BOOKS (listed by author)

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluate progress
Abeson, Alan A. Legal change for the handicapped through litigation. Reston, Virginia: Council for Exceptional Children, 1975.	X				X					
A book designed to help educators and parents understand how litigation can help initiate or implement needed improvement for the education of the handicapped. The book discusses preliminary consideration, selecting the appropriate court, preparations for trial, the trial itself, expenses, and follow-up.										
Abeson, Alan et. al. A primer on due process: Education decisions for handicapped children. Reston, Virginia: Council for Exceptional Children, 1975.	X		X							
The booklet discusses the approach to meeting the requirements of due process in the identification, evaluation and educational placement of handicapped children.										
Abidin, Richard R. Parenting skills program. New York, New York: Human Sciences Press, 1976.					X		X			
A workshop program which provides parents with a variety of skills for building family relationships, management of child behavior and recognition of feelings. The strategies taught and practiced represent an amalgam of orientations. Suggested course length varies: 7, 8, 10 or 19 sessions. The trainer's manual provides information on developing the program, explains requirements and provides the following for each of 22 sessions: objectives, materials needed, sequence of activities, suggested script and dialogues with participants and discussion questions. Each session consists of review, teaching of new skills and discussion period. The participant's workbook consists of home practice exercises which contain reviews of each session, practical examples of ideas and skills taught, practice exercises and an assignment. Sessions cover such topics as: building self-concept, evaluating and building parent-child relations, discipline and management of behaviors and feelings. Reading Level: Moderate.										
Aiello, Barbara. Mainstreaming: Teacher training workshops on individualized instruction. Reston, Virginia: The Council for Exceptional Children, 1976.						X		X	X	
A program designed to provide four inservice teacher										

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluates progress
training workshops for regular class teachers and special educators. Topics include: Mainstreaming; Attitudes and Alternatives; Informal Diagnostic Techniques; Prescriptive Teaching Skills; and Something From Nothing. The program includes: workshop leader manual; 4 simulated learning activities, and a book - Instructional Alternatives for Exceptional Children - by Evelyn N. Deno.										
Aiello, Barbara. Making it work: Practical ideas for integrating exceptional children into regular classes. Reston, Virginia: Council for Exceptional Children, 1975.							X			X
A collection of readings designed to offer suggestions and ideas that can be used in the process of integrating exceptional children into the regular class setting. A description of model mainstreaming programs are offered at all levels along with an annotated bibliography of criterion referenced tests. A section also includes a collection of interviews with persons currently involved in the mainstreaming process.										
Aiello, Barbara (Editor). Places and spaces: Facilities planning for handicapped children. Reston, Virginia: The Council for Exceptional Children, 1976.							X			
A book designed for both the special educator and for the architectural designer who need specifications and resource material on facility planning for handicapped children and adults. The book provides an annotated bibliography of current literature on special facilities along with an illustrated section dealing with specifications for designing and adapting walkways, doors, doorways, stairs, and toilet facilities for handicapped children and adults.										
Academic Therapy Publications. S.T.E.P. - Sequential testing and educational programming. San Rafael, California: 1975.							X		X	X
A resource book (in a three-ring binder) designed to help educators describe student capabilities, learning modalities, developmental levels and curriculum which will meet content needs of students preschool through grade 6. The book is divided into 6 color coded tabbed sections of										

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluate progress
of learning processes, each in 4 developmental levels. For each developmental area there are criterion-referenced objectives, assessment procedures and resources, learning-teaching activities and a list of commercially available teaching materials.										
Academic Therapy Publications. The tuned-in turned-on book about learning problems. San Rafael, California.		X				X				
A 63-page book written for students with learning disabilities. It is designed to explain to them in simple language what a learning disability is and how to cope with it. Various ideas to help the student in his studying are offered, along with general helpful hints. (Reading Level - Intermediate).										
Albert Whitman & Company (Pub.). Concept book - Howie helps himself. Children's Book & Music Company (Dist.)		X				X				
An illustrated children's fiction book about a boy who has cerebral palsy, and though enjoys life with his family and attends school, he wants more than anything else to be able to move his wheelchair by himself.										
An additional set of illustrated books, written in story form, is designed to help students understand various handicaps. Each book is approximately 30 pages long and is written in low reading level.										
American Association on Mental Deficiency. Directory of residential facilities for the mentally retarded. Albany, N.Y.: Publication Office, American Association on Mental Deficiency, 1968.			X							
A source of information about the names, locations, administrators, admission policies, resident population, program and personnel of public and private residential facilities in the U.S.										
Ameruoso, Frank A. Concordance for the implementation of P.L. 94-142. Pittsburgh, PA: Allegheny Intermediate Unit, Exceptional Children's Program, 1978.	X									
A manual designed to serve as a reference for those responsible for the implementation of P.L. 94-142. It is										

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluates progress
organized to correspond to 42 major divisions of the Federal Regulations which include: Individualized Education Program, Least Restrictive Environment, Consent, Surrogate Parent and many more. The specifications of P.L. 94-142, the Federal Regulations and State Standards are cited by number, and the compliance policies and procedures are identified with each division.										
Anderson, Carl M. Classroom activities for helping children with special needs: Classroom activities for modifying misbehavior in children. West Nyack, New York: Center for Applied Research in Education, Inc., 1974.							X			
A book designed to provide a collection of activities for dealing with a wide range of misbehavior within the classroom. The activities use the following behavior management techniques, making contracts, time-out booths, token economy, and indirect behavior control.										
Arnheim, Daniel and Auxter, David. Principles and methods of adapted physical education. St. Louis: The C.V. Mosby Co., 1969.							X			
Written for use by elementary and secondary physical education teachers who are organizing adaptive or corrective classes. Includes diagrams and exercises pertaining to many specific disabilities.										
Barbe, Walter B. & Lucas, Virginia R. Barbe reading skills checklists and activities. West Nyack, New York: Center for Applied Research in Education, Inc., 1976.									X	
A series of books designed to provide an instructional tool for building individual mastery of reading skills at specific grade levels. Each book is a grade level teaching unit which provides a comprehensive sequential skills checklist of reading skills to be learned at that level, and over 50 suggested individual and group activities for building specific reading skills at that level. Each activity includes an introduction, time needed, a list of materials, activity directions and an evaluation. Each book includes a Sequential Skill Plan Chart.										

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluates progress
Barnes, Ellen et. al. What's the difference? Teaching positive attitudes toward people with disabilities. Syracuse, New York: Human Policy Press, 1978.						X				
A book designed to involve the teacher and students in experiences to foster contact, empathy, the gaining of information and responsive behaviors toward disabled people. The book is divided into three parts: 1) Gives a frame of reference for teaching attitude change. 2) Activity section that is illustrated, disability coded and gives complete instructions. 3) Reference selection of books, films, pamphlets and organizations.										
Becker, Wesley C. Parents are teachers: A child management program. Champaign, Illinois: Research Press, 1971.					X		X			
A practical manual on teaching desirable behavior by means of reinforcers and punishers, kinds of reinforcement, when to reinforce, and how adults get into the "criticism trap".										
Bechtol, William M. Individualizing instruction and keeping your sanity. Chicago, Illinois: Follett Publishing Co., 1973.							X		X	X
A book designed to help educators develop the skills needed to individualize instruction. The models of schools that provide conditions for individualized instruction are described: nongraded model; the open school model; and the Individually Guided Education model. Many of the competencies needed by teachers to individualize instruction are discussed. Among these competencies are: criterion-referenced teaching, assessment strategies, use of different learning modes, management strategies and student progress reporting.										
Belton, Sandra and Terborgh, Christine. Sparks: Activities to help children learn at home. New York, New York: Human Sciences Press, 1972.					X				X	
A 120-page manual of learning activities designed to increase reading, language, math, science and artistic skills. While not specifically aimed at the handicapped child, these activities can be adapted to fit the needs of the learning disabled or mentally retarded. Special										

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluates progress
chapters are devoted to activity suggestions for use in the kitchen, while shopping and when traveling. Each activity includes a list of needed equipment, a set of instructions and a number of helpful suggestions. Reading Level: Low .										
Berry, Keith. Models for mainstreaming. Sioux Falls, South Dakota: Dimensions Publishing Co., 1974. A book which reviews the field of special education to the present; special classes, outside clincis, institutions and resource rooms; and describes some organizational means for mainstreaming. Basic approaches are described and models are given.				X			X			
Berry, Sharon R. Legal considerations in the education of the handicapped. An annotated bibliography for school administrators. Washington, D.C.: National Association of State Directors of Special Education, 1978. An annotated bibliography designed to keep educators aware of the expanding information regarding legal issues and the handicapped.	X									
Biklin, Douglas. The elementary school administrator's practical guide to mainstreaming. Syracuse, New York: Human Policy Project, 1977. A book designed for administrators and others who want their schools to serve all children. This handbook offers concrete advice regarding the implementation of mainstreaming.	X									
Blessing, Kenneth (ed.). The role of the resource consultant in special education. Washington, D.C.: Council for Exceptional Children, 1968. The book delineates the major tasks of supervisors in all fields of special education.				X						
Bluma, Susan M. et. al. Portage guide to early education. Portage Project, Wisconsin: Portage Project, 1976. A revised edition of the Portage Guide to Early Education designed to assess behavior, plan curriculum and provide techniques for teaching each behavior. This revised							X		X	X

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluates progress
edition is composed of the same developmental areas as the earlier edition plus a section on infant stimulation. The format of the cards has been changed along with the checklist. A teacher's manual is also included.										
Boston, Robert E. How to write & use performance objectives to individualize instruction. Englewood Cliffs, New Jersey: Educational Technology, Pub., 1972. A set of four books, all of which contain exercises designed to increase the proficiency of teachers to write and use performance objectives.									X	X
Bower, Eli M. Early identification of emotionally handicapped children in school. 2nd ed. Springfield, Illinois: Charles C. Thomas Publishers, 1969. Screening procedures for early identification of emotionally handicapped children are presented for teachers, psychologists and guidance counselors. Results of new research and new theoretical notions are discussed as well as sample evaluative tests.			X							X
Buscaglia, Leo. et. al. Leo presents the parents. Association for Children with Learning Disabilities. A 19-page booklet presenting a session at the Ninth International Conference of the Association of Children with Learning Disabilities. This session was conducted by a panel of four parents of learning disabled children. It is a sharing of their difficulties, successes, and encouragement to other parents to take a positive role in the development of their children.					X					
Champagne, David (Dr.) et. al. Conferencing communication skills for the IEP conference: Trainer's Guide. Pittsburgh Public Schools (I.U.2), Pittsburgh, PA. 1977. Developed as a cooperative arrangement between the Pittsburgh Board of Education and NLRC/P, the guide documents workshops which were designed to assist teachers in meeting IEP requirements. Included are a rationale, fact and inference, sensitivity to parents, verbal communication skills, and non-verbal clues. The guide also includes daily schedules, a variety of training exercises and a conference model.				X	X				X	

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluates progress
Champagne, David and Richard M. Goldman, Handbook for managing individualized learning in the classroom. Englewood Cliffs, New Jersey: Educational Technology Pub., 1975. A work-text designed to help teachers develop individualized programs. Topics include: The Teacher's Role, The Student's Role, Materials & Curriculum, Records & Record-Keeping, Timing, Physical Room Arrangement, & Implementation. Each of these chapters is organized with specific objectives, an introduction, and a procedures section. Activities and exercises are provided throughout.							X		X	X
Carlson, Bernice Wells and Ginglend, David R. Play activities for the retarded child. Nashville, Tennessee: Abingdon Press, 1961. This 224-page book describes 36 types of play activities to help the retarded grow and learn through music, games, handicraft and dramatic play. Each chapter describes activities which progress from the simple to the more complex. Materials lists are included. Reading Level: Moderate.									X	
Clarizio, Harvey F. and McCoy, George F. Behavior disorders in school-aged children. Scranton, PA: Chandler Publishing Co., 1970. The book discusses psychoneurotic disorders, learning disabilities, mental subnormality, the socially disadvantaged, juvenile delinquency and childhood psychoses, and explores intervention and prevention strategies used in the school and the environment to deal with these disorders.		X	X						X	
Connor, James P. Classroom activities for helping children with special needs: Classroom activities for helping hyperactive children. West Nyack, New York: Center for Applied Reserach in Education, Inc., 1974. A book designed to provide a collection of suggested individual & group activities to aid the hyperactive child to learn. The activities are grouped for primary, intermediate, and advanced children. Each activity lists an objective, time needed, materials needed, and procedure.									X	

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluate progress
Coordinating Office for Regional Resource Centers. With bias toward none. Lexington, Kentucky: Coordinating Office for Regional Resource Centers, 1979. The book provides a compilation of ongoing programs and procedures which hope to eliminate, or reduce, potential bias from the assessment process. Included in the book are 41 programs with data built around the following sources: language dominance, sensory motor, medical, adaptive behavior, intelligence & more. A bibliography is included on non-discriminatory assessment.							X	X		
Council for Exceptional Children. Working with parents of handicapped children. Reston, Virginia: The Council for Exceptional Children, 1976. A book designed to help teachers understand and work with parents of young children with disabilities. The manual includes items on how to prepare and conduct meetings with parents. Supplemental home activities are also provided. An annotated bibliography is included along with sample interview and recording forms.					X					
Council for Exceptional Children. P.L. 94-142: The education of all handicapped children. Gibsonia, PA: Western PA Special Education Regional Resource Center, 1976. The booklet provides the complete text of the Education of All Handicapped Children Act of 1975.	X									
Cross, Lee & Goin, Kenneth. (eds.). Identifying handicapped children: A guide to casefinding, screening, diagnosis, assessment, and evaluation. New York, New York: Walker Educational Book Corp., 1977. As one of the books in the First Chance Series, this book is designed for those involved in early identification of handicapped children from birth to the age of eight. The book provides a guide to casefinding, screening, diagnosis, educational assessment, and program evaluation services. The second part of the book - Annotated Bibliography of Instruments - describes materials currently available for screening, diagnosis and assessment.			X					X		X

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluation program
Department of Health, Education and Welfare. Federal register. Washington, D.C.: Department of Health, Education and Welfare, 1977. The booklet contains the proposed rules for the Education of Handicapped Children and Incentive Grants Program.	X									
DeRisi, William J. and George Butz. Writing behavioral contracts. Champaign, Illinois: Research Press, 1975. The book is a training aid designed to teach the method of contingency contracting for an effective behavior change. The book offers practice with simulated cases, provides sample contracts and graphs. Exercises are provided throughout.							X		X	
DesJardins, Charlotte. How to organize an effective parent group and move bureaucracies. Chicago, Illinois: Coordinating Council for Handicapped Children, 1971. A book written especially for parents of handicapped children to show them how to move bureaucracies and get better services for their children. Some chapters include: How to Lobby and Get Results, How to Open A Classroom in the Public Schools, How to Make Headlines, the Power of Speech and more.					X					
DesJardins, Charlotte and Rita Hull. Rights Handbook for handicapped children and adults. Chicago, Illinois: Coordinating Council for Handicapped Children and Governor's Committee on the Handicapped, 1977. A reference handbook designed as a guide to rights defined by Federal and State legislation. It refers to the state of Illinois in state legislation. Some of the areas covered are: education, social security income, rights of the institutionalized, vocational rehabilitation, housing, Civil Rights and many more.	X									
Dexter, Beverly L. Special education and the classroom teacher: Concepts, perspectives, and strategies. Springfield, Illinois: Charles C. Thomas, Publisher, 1977. A book designed for regular educators needing an orientation to special education and mainstreaming. The first	X	X								

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluate progress
section provides a historical overview of special education current court cases, and public policies in schools. The second section describes major learning categories and observable behaviors associated with each. An appendix of publishers is included.										
Developmental Learning Materials. This is me!						X				
This program, designed for the middle grades, is an extension of Got To Be Me, and designed to help students enhance their self-concepts and express their feelings openly and honestly. Students are presented with 64 situations and challenged to look at two sides of each situation and to respond orally and/or in writing. The program is available in two formats: 32 color illustrated discussion cards, or a 32-page workbook.										
Developmental Learning Materials. Got to be me.						X				
A program designed to help students become more aware of themselves through discovering their likes and dislikes, strengths and weaknesses and hopes and fears. The program contains 48 colorfully illustrated discussion cards wtih a thought-provoking picture and an unfinished sentence printed on each side. The pictures and unfinished sentences are also contained in student workbooks with space for students to color and write their reactions.										
Doolittle, John H. The new challenge - Program guidelines in physical education for the mentally retarded. Harrisburg, PA: Department of Education, 1976.			X							
A booklet which provides an overview of mental retardation among children and the effects that planned physical education and recreation experiences may have upon them. The publication offers information, suggestions and techniques. Various charts, checklists and illustrations are dispersed throughout.										
Educational Systems Associates. Accountability publications, 1974.							X	X	X	X
A series of manuals and books designed to help educators in dealing with program administration, objectives, assessment, individualized instruction, and criterion-referencing.										

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluation progress
Egan, Rosemary W. Interpreting testing data. Johnstown, PA: Mafex Associates, Inc., 1977. A handbook designed to examine the psychological tests commonly administered to elementary and secondary school children, and obtain specific courses for remediation. The tests are divided into the areas of: Intelligence Tests, Achievement Tests, Perceptual Motor Assessment, Language Assessment, and Behavioral and Personality Assessment. Summaries, authors, and publishers of the tests are provided, and methods of administration, scoring, and their interpretations are discussed. Case studies are also included.								X		X
Evans, David J. and Janice K. Hall. The delivery of educational services ... and the special child. Palo Alto, California: VORT Corporation, 1978. A book which presents a process model for the delivery of special education and related services. The model is offered in both book and chart format. The model defines key areas of delivery, including: referral, screening, evaluation, placement, instruction and reevaluation. It also elaborates procedural steps for each area of service delivery by Public Law 94-142 and clarifies rights and responsibilities of both educators and parents, including: mediation, due process, and other procedural safeguards.	X			X						
Fairchild, Thomas N. Mainstreaming series. Austin, Texas: Learning Concepts, 1977. A series of paperbound books, presented in cartoon format, designed to provide information and suggestions to help the teacher work more effectively with the exceptional child in the mainstream of the regular classroom.	X	X	X	X	X	X	X	X	X	X
Farrald, Robert R. et. al. A diagnostic and prescriptive technique-handbook II: Disabilities in arithmetic and mathematics/approaches to diagnosis and treatment. Sioux Falls, South Dakota: Adapt Press, 1979. As an extension of Handbook I: A mainstream approach to identification, assessment & amelioration of learning disabilities. This binder is designed to provide a comprehensive criterion-referenced math curriculum for both special & regular education. It provides an over-view of			X				X	X	X	X

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluates progress
of P.L. 94-142 with step-by-step instructions for developing IEP Plans; discusses a variety of informal assessment tools; presents a recommended scope & sequence for math skills for grades K-12; describes hundreds of teaching strategies & correlates them with instructional goals & objectives. A final section presents an annotated bibliography of instructional math materials, each of which includes a description, approximate instructional level and vendor.										
Froyd, Helen E. Counseling families of severely visually handicapped children. New York, New York: American Foundation for the Blind.				X	X					
This article intended for professionals, stresses the need for counseling services for families having visually handicapped children. The author describes experiences she had with families of the visually handicapped and relates some of the needs and problems of the children. The role of the counselor and the lack of services for these families during the preschool years is discussed. Bibliography.										
Gallagher, Patricia A. Positive classroom performance. Techniques for changing behavior. Colorado, Love Publishing Co., 1971.							X		X	
The author suggests ways in which the teacher may help to develop positive performances and to decrease negative performances by the students in the classroom. Specific classroom examples are included.										
Gardner, William I. Learning and behavior characteristics of exceptional children and youth: A humanistic behavioral approach. Boston, Massachusetts: Allyn and Bacon, Inc. 1977.		X					X	X		
A book designed to discuss and define children with exceptional learning and behavioral characteristics. It discusses Behavioral Assessment and Program development, outlines management skills, modes of reinforcement, etc.										
Geddes, Dolores. Physical activities for individuals with handicapping conditions. St. Louis, Missouri: C.V. Mosby Co., 1974.		X							X	
This book offers activity suggestions for working with										

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluation programs
individuals who have all types of handicaps, including subaverage intellectual function, learning disabilities, visual impairments, orthopedic conditions and others. Examples of possible psychomotor, affective and cognitive behaviors to be developed are listed.										
Gingold, William and Phyllis Gingold. Individualization of instruction. Minneapolis, Minnesota: Paul S. Amidon & Associates, Inc., 1973.									X	X
A programmed kit designed to be used for inservice and preservice teacher training in providing an introduction to the principles and processes of an individualized instructional program and suggesting strategies for evaluation and implementation. The components, housed in a carrying case 10 1/2 x 12 x 9, include: 1 Leader's Guide, 20 Programmed Workbooks, 20 Profiles, 20 Evaluation Workbooks, 57 Transparencies and miscellaneous materials.										
Ginglend, David and Winnifred Stiles. Music activities for retarded children: A handbook for teachers and parents. Nashville, Tennessee: Abingdon Press, 1965.									X	
This 140-page manual is based on the belief that music is effective in supplementing and reinforcing much of the desired learning of the retarded child. Therefore, songs for all curricular areas are included. Each musical piece has a clear, simple melody and strong rhythm accompanied by words which are simple, repetitious and easily understood. Suggestions for use are offered. Reading Level: High.										
Golick, Margaret. She thought I was dumb, but I told her I had a ... learning disability. Toronto, Canada: Canadian Broadcasting Corporation Learning Systems, 1969.			X	X				X	X	
This 39-page booklet for parents and teachers was written as a complement to a series of four films distributed by McGraw Hill which describe Dr. S. Rabinovitch's work with learning disabled children. The booklet describes the disability, the evaluation process, the feelings common to L.D. children, what symptoms to look for and helpful home and classroom teaching techniques. Reading Level: Moderate.										

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluates progress
Golick, Margaret. A parent's guide to learning problems. Montreal, Canada: Quebec Association for Children with Learning Disabilities, 1970. A 24-page booklet which describes to parents the problems that interfere with learning, how children learn and activities parents can use to provide for skill development in the home. Reading Level: Moderate.		X	X		X				X	
Gollay, Elinor and Bennett, Alwina. The college guide for students with disabilities. Cambridge, MA: Abt Publication, 1976. A 545-page directory of higher education services, programs and facilities for handicapped students in the United States intended to asssit in obtaining a post high school education. It includes information on: the legal rights of the disabled; other resources for selection of schools; admissions testing; sources of financial aid; sources of learning aids; federal and state agencies; nontraditional approaches in obtaining a higher education; publications useful to disabled persons; and a listing and description of all colleges having responded to the author's questionnaires.				X						
Gray, Lynn. Peer teaching handbook. Pittsburgh, PA: Peer Teaching Project, 1978. A manual designed to offer teachers ideas to encourage and use peer teaching to enhance learning. The booklet discusses how it works, training peer teachers, making & playing games, and games in the home.									X	
Grotsky, Jeffrey H. et. al. The concept of mainstreaming. Harrisburg, PA: Pennsylvania Department of Education, 1976. A guide designed to answer various questions that a regular classroom teacher may have regarding the concept of mainstreaming.	X									
Grzynkowicz, Wineva, et. al. Meeting the needs of learning disabled children in the regular class. Springfield, Illinois: Charles C. Thomas, 1974. The book is designed to serve as a reference in dealing				X					X	

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluates progress
with learning problems. The book discusses a team approach to meet the needs of special children along with forms used to initiate a team approach. Particular learning problems are discussed, techniques for remediation are presented and sources for materials are given. An annotated film bibliography concerning learning problems is also included.										
Hamby, Jane Daily. Instructional exceptional prescriptions. Birmingham, Alabama: Ebsco Curriculum Materials, 1977.								X	X	
A set of kits designed for the teacher who works with the IEP. Each kit contains teacher cards, goal areas divided by index tabs, and a pad of individual student profile sheets. Each instructional card specifies the goal area, the instructional objective, prerequisites for the skill, suggested instructional methods, and resources needed to teach the task.										
IEP 1 - developed for teachers of severe and profound, and trainable mentally retarded students who lack self-help competencies. The 14 goal areas include: tooth brushing, nose blowing, gross motor, eating dressing, etc.										
IEP 2 - is developed for teachers of higher functioning TMR, emotionally disturbed and mainstreamed mildly impaired students with behavioral and attitudinal deficiencies. The 15 goal areas include: handwriting, reasoning, self-control, honesty, sensory perception, attention span and more.										
Hammill, Donald et. al. The resource room: Rationale and implementation. New York: Grune & Stratton, 1972.							X	X	X	
The book is designed to acquaint teachers, parents and administrators with the resource room type of instructional setting & to suggest guidelines in adapting this model to their educational setting. A listing of resource room instructional materials is listed by publisher. These materials are then listed by subject area along with materials included, instructional level, implementation, source and price.										
Haring, Norris G. and Phillips, E. Lakin. Educating emotionally disturbed children. New York: McGraw-Hill, 1962.		X	X		X		X		X	
Review of educational practices, establishing structured										

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluate progress
classes, teacher methods and materials, problem situations, and working with parents. Appendices: case study, rating schedule and bibliography.										
Hertel, Paula N. & Hertel, Norman W. Learning disabilities: Getting into the mainstream. Johnstown, PA: Mafex Association, 1977. A handbook of ideas & suggested activities designed to keep the classroom teacher to work with special learners & mainstreaming. It provides an overview of learning disabilities, observable classroom behaviors, screening devices & techniques for the academic areas. Sections also deal with classroom organization and parent participation.		X	X				X	X		
Hewett, Frank M. Education of exceptional learners. Boston, MA: Allyn and Bacon, 1974. A book focusing on the adaptive and learning characteristics of all exceptional children. Nine basic groups are presented collectively as learners with special marginal shading code to make categorical topics easily accessible.		X								
Hively, Wells & Reynolds, Maynard C. Domain - Referenced testing in special education. Reston, Virginia: Council for Exceptional Children, 1975. The book presents a compilation of papers dealing with the implications of criterion referenced testing for special education. The contents of the papers answer a series of questions: What is the basic contrast between norm-referenced and criterion-referenced testing? Why should special education be concerned with two types of assessment?								X		X
Hobbs, Nicholas, The futures of children. San Francisco, California: Jossey-Bass, Inc., 1975. The book presents the report of the Project on Classification of Exceptional Children - a syntheses of the findings and recommendations on current classification procedures. The book discussed a plan for classifying children according to the services they need; how exceptional children can get help without harmful labeling. Also included are 50 recommendations for new public policy, progressive legislation and community action.	X									

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluates progress
Hobbs, Nicholas. Issues in the classification of children - A sourcebook on categories, labels and their consequences. San Francisco, California: Jossey-Bass, Inc., 1975.	X	X								
A 2-volume set of books designed to present a comprehensive summary of current thinking about the classification of exceptional children - those labeled mentally retarded, emotionally disturbed, learning disabled and others. The book includes 31 readings which discuss theoretical perspectives, existing classification systems, institutional experiences, legal aspects, public policy.										
Information & Research Utilization Center. Integrating persons with handicapping conditions into regular physical education and recreation programs. Washington, D.C.: 1974.							X		X	
The manual provides an extensive annotated bibliography of references dealing with Integration into Regular Classroom Situations and Integration into Regular Education & Recreation Programs. An annotated listing of 16 mm films is also provided.										
Information & Research Utilization Center. Testing for impaired, disabled and handicapped individuals. Washington, D.C.: Information and Research Utilization Center, 1975.								X		
A guide designed to provide information about physical fitness tests, perceptual motor scales, and developmental profiles for use with impaired, disabled and handicapped persons. Summaries of instruments in each area contain information about where each device is available, what is measured and how it is measured, administrative considerations, general comments.										
Instructional Objectives Exchange. Instructional objectives exchange collection. Instructional Objectives Exchange, 1970.							X		X	
A series of illustrated resource books, each of which contains many different measurable instructional objectives and related measuring devices. Each book is presented in lesson plan format and covers concepts and skills applicable to one discipline at specified grade levels. (The objective exchange was established to serve as a clearinghouse through which schools can exchange instructional objectives rather										

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than duplicating effort, and to collect and develop measuring techniques suitable for assessing attainment of the objectives.)										
Jersild, Arthur T. In search of self: An exploration of the role of the school in promoting self-understanding. New York, New York: Teacher's College Press, 1952.						X				
The author attempts to analyze compositions written by students who are describing what they like and dislike about themselves in terms of their own personalities, their self-control, their relations with others, their intellectual abilities, their appearances, and their spiritual values. This data is then used to explore the dynamics of human relationships.										
Johnson, Stuart and Johnson, Rita B. Developing individualized instructional material. Palo Alto, California: Westinghouse Learning Press, 1970.									X	X
A self-instructional book for teachers which specifies and analyzes objectives and suggests activities and methods to attain these objectives.										
Joyce, Bruce R., et. al. Three teaching strategies for the social studies. Chicago, Illinois: Science Research Associates, 1972.									X	
An illustrated manual designed to help teachers create vital social studies programs in their classrooms. Concept learning, group investigation and role playing are discussed.										
Karlin, Robert. Teaching reading in high school: Improving reading in content areas. Indianapolis, Indiana: Bobbs-Merrill Educational Publishing, 1977.									X	
Chapter titles include: Some Aspects of the Reading Problem in High School, Conducting Programs for Reading, Psychology of Teaching Reading, Improving Diagnostic Teaching of Reading, Guided Reading & Improved Word Identification Skills in the Content Areas.										
Kelly, Edward J. Parent-teacher interaction: A special education perspective. Special Child Publications - A					X					

(Continued on next page)

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluates progress
Division of Bernie Straub Publishing Company. A 151-page book designed for the professional which deals with the basic considerations of parental involvement in public educational processes. Among the topics included are: basic rationales and procedures for informative group meetings and discussion groups; appropriate dissemination of various types of information to individual parents; non-directive, information-seeking and directive roles applicable to individual counseling with parents; teacher promotion of parent involvement in the reinforcement and modification of their children's behavior; and general and specific patterns of parent involvement with instructional processes in both classroom and home contexts. A bibliography is included at the end of each chapter.										
Kline, Joseph A. Classroom management. Duluth, Minnesota: The Instructor Publications, Inc., 1974. A booklet designed to offer good techniques in classroom management and control. Some of the topics include: Classroom Atmosphere; Special Problem Children; Managing Individual Differences; and Controlling Large Groups.							X		X	
Kirk, Samuel A. Educating exceptional children. Boston, Massachusetts: Houghton- Mifflin, 1972. Text approach to basic special education. Covers several areas of exceptionality.		X	X							
Kronick, Doreen. A word or two about learning disabilities. San Rafael, California: Academic Therapy Publications, 1973. The book is designed to provide educators and parents with an understanding of the stages that an LD child and his family pass through. It also provides information on methods whereby the child and adolescent can become an effective member of his family and community. A section is devoted to the development of social skills, recreation and camping.		X	X		X					
Kronick, Doreen. What about me?: The LD adolescent. San Rafael, California: California Association for Neurologically Handicapped Children, 1975. A 219-page book which describes for parents and teachers		X	X	X						

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluation progress
all facets of a learning disabled adolescent's daily experiences within the family, educational system, recreation and in vocational selection. Part One is concerned with a review of the problems of the LD child and his/her family, the development of self concept, socialization and acquiring of academic and vocational skills. The author describes parent, teacher and school responsibilities in assisting the LD adolescent. Part Two, written by parents and specialists, covers such topics as: seeking vocational training; personal experiences in identifying proper professional help and guidance; identificationa and remediation of specific academic, social and physical problems in the high school setting. Reading Level: High.										
Kroth, Roger L. Communicating with parents of exceptional children: Improving parent-teacher relationships. Denver, Colorado: Love Publishing Co., 1975.					X					
This 187-page book is designed to help special educators improve communication skills with parents. The book is divided into three sections: 1. Understanding of the Child and His Family; 2. Providing Parents with Information. 3. Problem Solving with Parents. An annotated bibilography organized by exceptionality is included.										
Kroth, Roger L. and Richard L. Simpson. Parent conferences as a teaching strategy. Denver, Colorado, Love Publishing Company, 1977.					X					
This 173-page book is designed to provide teachers with information on the skills and competencies necessary for conducting interviews or conferences with parents. Chapters one and two deal with techniques for clarifying or assessing values of the interviewer and the interviewee. Chapters three through seven deal with the interview process. Chapter eight discusses evaluating the helping relationship. Appendix A provides role playing information and includes the following handicapping conditions: learning disabilities, mental retardation, and physically handicapped. References are included at the end of each chapter.										
Kroth, Roger L. Target behavior. Bellevue, Washington: Edmark Publishing Co., 1973.			X		X		X			
A kit designed for use by parents, teachers and children										

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluates progress
in identifying specific behavior problems and areas of strength. This technique may be used in assisting the child in identifying behaviors he would like to change by having him sort out his "real" and "ideal" self. It can also be used when working with parents in parent-teacher conferences in helping parents to determine goals for their children.										
Lillie, David L., Trohanis, Pascal and Kenneth W. Goin. (eds.). Teaching parents to teach: A guide for working with the special child.					X					
A 212-page book which offers the professional a framework "for planning, organizing and supervision of parent-involvement activities in early childhood programs for the handicapped." Part 1 gives an overview and rationale for parent programming. Part 2 describes four different dimensions of parent involvement activities: emotional support; exchanging information; developing participation and facilitating positive parent/child interaction. Part 3 presents four different programs which illustrate four different perspectives: center-based; home-center-based; home based and parent implemented. Part 4 consists of an extensive bibliography of resources for parent programs.										
Lindsay, Zaidee. Art and the handicapped child. New York. New York: Van Nostrand Reinhold Co., 1972.		X							X	
A book intended primarily for those involved in special education. The first part of the book provides a detailed examination of individual handicaps and particular learning difficulties for: visual, auditory, autism, brain damage, and mental retardation. The second part outlines art activities and craft techniques adapted to different disabilities including: drawing, painting, carving, printing, and puppets. Photographs of art work are provided throughout.										
Lippincott Company. Don't feel sorry for Paul. Children's Book & Music Center (Dist.).		X				X				
A 94-page book tells a story about a boy named Paul, who rides a bike, plays football, goes to school, and won ribbons for his horsemanship, despite artificial feet and hand. Numberous photographs are provided throughout.										

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluating progress
Lippman, Leopold and Ignacy I. Goldberg. Right to education. Columbia University: Teacher's College, 1973. A book which traces the educational, philosophical, and political origins of the 1972 Pennsylvania "Right to Education" case. Arguments and court decision are discussed, with the implications for education in general, for special education, including the training of personnel, and for political and social action.	X									
Lockridge, Clara (Consultant). Mainstreaming: Answers to your classroom management questions. New York, New York: Guidance Associates, 1978. A series of eight monographs in question and answer format, designed to answer a teacher's most common and pressing questions about mainstreaming. Titles include: Terminology, Assessment & Referral, Individualizing Instructions, Roles & Responsibilities, Discipline, Disruptive Behavior, Crisis in the Classroom, and Socialization.						X	X	X	X	
Long, Nicholas J. (ed.). Conflict in the classroom; the education of emotionally disturbed children. Belmont, California: Wadsworth Publishing Co., 1965. Compilation of articles organized as units of study each posing a fundamental question regarding the diagnosis, treatment, and education of emotionally disturbed children.		X	X					X	X	
Lorton-Baratta, Mary. Workjobs... for parents: Activity centered learning in the home. A 115-page manual of 43 home centered learning activities. Each activity includes a list of the skills to be developed a description of the activity, how to get it started, ideas for follow-up, a photograph illustrating the activity and a list of materials needed. All materials used can be found around the house. No age levels are indicated and parents are instructed to use their own judgement. Reading Level: Moderate .					X					

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluates progress
Losen, Stuart M. & Diament, Bert. Parent conferences in the schools: Procedures for developing effective partnership. Boston, Massachusetts: Allyn & Bacon, 1978.					X		X	X		
Handbook designed to provide suggestions for developing a resource room and a mainstreaming program. Topics covered include: resource room models, physical layout, informal diagnostic tests, educational contracts, prescriptive teaching techniques, and more.										
Lowenbraun, Shelia & Affleck, James Q. Teaching mildly handicapped children in regular classes. Columbus, Ohio: Charles E. Merrill Publications, 1976.		X		X			X	X	X	
A book designed to give information about handicapped children and the resources available to them and information to assist the teacher in educating each child to his or her potential. Chapters include: The Exceptional Child & Special Education, Teaching Academic Skills to Mildly Handicapped Children, and Techniques and Resources for Modifying Behaviors.										
McCabe, Ron. McCabe's test handbook. Tigard, Oregon: C.C. Publications. 1978.								X		X
A guide to tests used by speech pathologists, learning disabilities specialists and special educators. Each of the 130 tests is listed in alphabetical order and summarized by title, author, description, range, norms, time, contents and publisher. Included are diagnostic & screening tests which assess language, reading, math, speech, visual & auditory skills, I.Q. & other areas.										
McClosky, Mildred. (ed.). Teaching strategies and classroom realities. New Jersey: Prentice-Hall, Inc., 1971.									X	
A collection of 91 articles describing in detail a junior, or senior high school teachers' most successful teaching-learning procedures. A few of the procedures discussed include: setting the scene for learning, encouraging inquiry, discovery, conceptualization, and creativity, use of dramatic devices games, and role-playing, use of technical equipment, and creating new school programs.										

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Mager, Robert F. Measuring instructional intent. Belmont, California: Fearon Publishers, Inc., 1973 A book designed to enable the reader to develop test items that exactly match an intended objective. Practice exercises are provided along with an objective Item Checklist and Flow Chart.								X		X
Malott, Richard W. & Hartlep, Patricia. Contingency management in education and other equally exciting places. Bellevue, Washington: Edmark Associates, 1972. A lively, highly illustrated, unconventional book designed to teach contingency and behavioral principles with an underground comic book format and a cast of characters like Behaviorman, Captain Con Man, Behaviorwoman and Doctor Nice. The book deals with a range of behavioral concepts from reinforcement, to stimulus response chains to schedules of reinforcement, and relating the concepts to everyday situations.							X			
Mann, Philip H. and Suiter, Patricia. Handbook in diagnostic teaching: A learning disabilities approach. Boston: Allyn & Bacon, Inc., 1974. A 3-ring binder handbook (8 1/2 x 11) designed to offer procedure by which learning needs can be assessed and instruction in basic skills adapted. The book focuses on developing skills needed in such areas as: reading, writing, spelling, and arithmetic. Included are screening devices, games and learning activities for improving visual, auditory and language skills.								X	X	X
Mann, Philip H. Mainstream special education. Reston, Virginia: Council for Exceptional Children. The book provides a summary of the presentations and group discussions of the Great Cities Conference on Special Education held in Miami. Also discussed is an overview of projects involving state and local education agencies and their cooperative activities with local universities, along with university programs involved in teaching training.	X									

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Martin, Audrey Simmons. Chats with Johnny's parents. Washington, D.C.: Alexander Graham Bell Association for Deaf, 1975. A 71-page book for parents of the young hearing-impaired child. The book is divided into nine chapters; 1. How to Help Your Child Learn to Talk. 2. General Language Ideas. 3. Lip-reading. 4. "How Do We Hear" 5. Sound and How to Amplify It. 6. Use of Amplification-Auditory Training. 7. The Care of the Hearing Aid. 8. Johnny Learns Speech. 9. A Psychologist Talks to Johnny's Parents. Reading Level: Moderate.					X					
Martin, Reed. Educational rights of handicapped children-workshop materials. Champaign, Illinois: Research Press, 1977. The binder contains information which covers sources of law, eligibility of children, educational services which must be provided, procedural safeguards and more. Appendices contain excerpts from four major federal laws. A final section, Legal Challenges, is composed of excerpts memoranda which are used along with judicial opinions. A series of checklists is provided to aid in determining an agency's status on complying with the law.	X									
Mauser, August J. Assessing the learning disabled: Selected instruments. Guilford, Conn.: Special Learning Corporation, 1977. One of a five-part series of booklets with practical suggestions for parents and teachers which were originally prepared by the Alaska Treatment Center for Crippled Children and Adults in Anchorage. This 66-page booklet describes the advantanges, problems and special needs of the handicapped child who is integrated into a normal preschool class. Individual chapters are concerned with the special educational needs and learning difficulties of children with visual, hearing and motor disabilities. Fully illustrated with cartoon line drawings. Reading Level: Moderate.								X		X
Meacham, Merle L. and Wiesen, Allen E. Changing Classroom Behavior. New York, New York: John Day Co., 1974. The book discusses objective teaching -- a method that							X			

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uses reinforcement, extinction, imitative learning and programming and shows how their techniques offer the student the skills that help him control his environment and behavior.										
Merril, M. David & Goodman, R. Irwin. Selecting instructional strategies and media: A place to begin. San Diego, California: Technological Applications Project, 1972.									X	
A manual designed to serve as a guide to the five-step process of selecting instructional strategies and media: Write An Objective, Determine the Appropriate Domain for the Objectives, Select Appropriate Instructional Strategy, Write Strategy Prescriptions, and Write Media Presriptions.										
MESA. Individualized education program kits. Austin, Texas: MESA Publications, 1977.			X						X	X
A set of materials designed to provide a format for administering the special education program. The set includes one Program Process Flow Sheet (referral Assessment, Placement, Evaluation, etc.) an Individualized Program Planning Folder (provides room for recording present performance levels, goals, objectives, etc.); and 10 forms for documenting the process (Initial Referral, Observation, Notification of Placement, etc.)										
Meyen, Edward L. et. al. Instructional based appraisal system - Objectives cluster books. Bellevue, Washington: Edmark Associates, 1978.									X	
A set of binders designed to help teachers plan and manage student instructional programs. They provide teachers with a number of major goals which are supported by several objectives in a developmental cluster (see also Volume I - Mildly Handicapped, 12-186.). Volume II - Severly & profoundly retarded. (covers Motor, Self-Help, Social, Vocational & Language Skills) Volume III - Career education. (covers Self, Work, Leisure, & Resources) Volume IV - Pre-vocational skills. (covers Job Finding, Job Acquisition, & Job Maintenance)										

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluation programs
Meyen, Edward L. et. al. Strategies for teaching exceptional children. Denver, Colorado: Love Publishing Col, 1972.		X		X					X	X
A collection of essays taken from Focus on Exceptional Children. The contents include: alternatives to special class placement for EMR's, the engineered classroom, construction of social learning curriculum, preparation of life experience units for teaching the EMR'S and the influence of teacher expectation on the performance of EMR's. The final section provides a discussion of instructional evaluation.										
Meyer, Edward L. Instructional based appraisal system - resource set. Bellevue, Washington: Edmark Associates, 1976.							X	X	X	X
A comprehensive planning and appraisal system designed for individualizing instruction. The focus of the system is on transforming diagnostic information into specific educational plans for individual students. The system utilizes instructions, goals, objectives and criterion assessments, selected by the teacher. The program includes: a manual - Introduction to the Instructional Based Appraisal System: A Basic Planning and Management tool; a Diagnostician's Manual; a Teacher's Guide. (explains in detail its use in setting goals and objective selecting materials, activities and reinforces to reach those goals; a three-ring binder - Objective Cluster Bank (provides 224 separate goals supported by several ovjectives in a developmental cluster. Three instructional areas are covered - reading, math and social skills and behaviors): several management forms (1) Diagnostic Information Worksheet, (2) Educational Program Plan, (3) Teacher's Instructional Plan, (4) Objective Cluster Summary Assessment, (5) Summary Evaluation Report, (6) Referral for Reevaluation.										
Mid-East Regional Resource Center and National Association of State Directory of Special Education. Child identification: A handbook for implementation. Washington, D.C.: National Association of State Directors of Special Education, 1976.			X	X						
A manual designed to provide state and local education agencies with some procedures to identify children in need of special education services. The manual is divided into various sections: Planning, Interagency Cooperation,										

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Awareness, Collection and Utilization of Data, and Confidentiality. As part of the manual, a child finds Public Information Handbook provides ideas and suggestions.										
Miller, Wilma H. Reading Diagnosis Kit. New York, New York: Center for Applied Research in Education, Inc., 1974. A spiral bound book, designed to help teachers to diagnose specific reading problems of students. Included in the book are details of every major formal and informal diagnostic device in use, directions for using each of these techniques and actual diagnostic tests. Such devices include: Oral Reading Tests, Standardized Reading Tests, Listening Comprehension Tests, Individual Reading Inventories and more.								X		X
Moore, George and Woodruff, G. (eds.) Providing for children's differences. Woburn, Massachusetts: Curriculum Associates, Inc., 1971. A book designed to help teachers provide for a wide range of children's learning differences on a day to day basis. It suggests various uses of pupil-team learning approaches, study guides, and job sheets. There are discussions on how to use the various techniques in all of the major subject areas. Photographs, maps, and diagrams are provided throughout.									X	
Moran, Mary Ross. Assessment of the exceptional learner in the regular classroom. Denver, Colorado: Love Publishing Co., 1978. The book focuses on initial identification assessment, or diagnosis, prior to designing and implementing an individualized education program.			X					X		X
Musgrave, Ray G. Individualized instruction: Teaching strategies focusing on the learner. Rockleigh, New Jersey: Allyn & Bacon, Inc., 1975. A book designed as a reference book for teachers. It includes 17 illustrations of a classroom spatial arrangement with advantages & disadvantages of each, charts and forms							X		X	

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluates progress
to monitor progress and needs of students, and discussions on student-centric teaching methods such as small group discussion, oral reporting, role-playing, brainstorming, independent study and more.										
National Association of State Directors of Special Education. Due process in special education: A case record . Washington, D.C.: National Association of State Directors of Special Education, 1978.	X									
A book which presents an actual special education process hearing between a set of parents & a school district over placement of a student. Correspondence, exhibits, testimony, & the hearing officer's decision are included. This manual is keyed to relevance of Due process in special education: a step-by-step resource manual for hearing officers.										
National Association of State Directors of Special Education Due process in special education: A step-by-step manual for hearing officers. Washington, D.C.: National Association of State Directors of Special Education.	X									
A manual designed to outline information concerning due process for Hearing Officers, including a recommend step-by-step procedure for preparing for a hearing, conducting a hearing, and writing a decision. Various lists & self-test questions are provided throughout.										
National Association of State Directors of Special Education. Education of the handicapped litigation brought under P.L. 94-142 & Section 504. Washington, D.C.: National Association of State Directors of Special Education, 1978.	X									
A booklet intended to identify the legal issues that have arisen from the Education of Handicapped Children's Act (P.L. 94-142) and Section 504 of the Rehabilitation Act, and to indicate how the courts are handling these cases. The cases are in the following categories: free appropriate public education, placement in the least restrictive environment, placement at no cost to parents, due process and more.										

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluation program
National Learning Resource Center of Pennsylvania. Creating awareness of test bias: A training package. King of Prussia, PA: National Learning Resource Center of PA, 1978. As an extension to Identification of bias in testing, this manual is designed for use by educators involved in the assessment of exceptional children. It is intended to introduce users to the problem of culture-fair tesing by using simulated assessment activities. Section 1 discusses ways in which culture differences can result in test bias, and the methods for coping with the problem. Section 11 provides eight simulation activities including: vocabulary tests, spelling test, reading test, and riddles.								X		X
National Learning Resource Center of PA. Sample education records plan for exceptional students. King of Prussia, PA: NLRCP, 1979. A sample plan based upon the Technical assistance training document for use with the bureau of special education confidentiality plan review.										X
National Association of State Directors of Special Education. Section 504/P.L. 94-142. Washington, D.C.: National Association of State Directors of Special Education, 1976. A document which compares selected provisions of the proposed regulation for Section 504 of the Rehabilitation Act of 1973 with selected similar provisions of P.L. 94-142, The Education of All Handicapped Children Act of 1975. Major subsections include those dealing with preschool, elementary and secondary education.	X									
National Association of State Directors of Special Education. An analysis of Public Law 94-142. Washington, D.C.: National Association of State Directors of Special Education, 1977. A spiral-bound manual which presents a section-by-section analysis of the law, a general comparison of P.L. 94-142 with previous laws, and general state and local responsibilities.	X									

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluates progress
National Association of State Directors of Special Education. National rehabilitation act: An analysis of section 504 legislation & its implications for state & local educational agencies. Washington, D.C.: National Association of State Directors of Special Education, 1977. A booklet discussing the regulations for and the implications of Section 504 of P.L. 93-112 (The Vocational Rehabiliation Act) which provides that handicapped persons cannot be discriminated against solely on the basis of their handicap.	X									
National Association of State Directors of Special Education. Developing the compliance monitoring system in special education: A process manual for state and local education agencies. Washington, D.C.: National Association of Directors of Special Education, 1977. A manual designed as a guide for developing a monitoring system for education agencies delivering services to exceptional children. Each section contains an introduction, process checklist, and alternatives to consider completing each item. Flow charts and excerpts of monitoring systems chosen by some states are included.	X									
National Learning Resource Center of PA. Technical assistance training document for use with the bureau of special education confidentiality plan review checklist. King of Prussia, PA: NLRC/P, 1979. A booklet providing additional assistance for reviewing or revising an Exceptional Pupil Records Plan. Sample policy statements follow the specific sections of standards. Sections include: Confidentiality of Education Records, Parent Access Rights, Access & Maintenance of Records, Release of Information & Request for Amendment of Records.	X				X					
National Learning Resource Center of PA. Parents of the handicapped in partnership with helping professionals. King of Prussia, PA; NLRC/P, 1977. A 3-ring binder which contains comprehensive forms to be used by the parent to record the handicapped child's development and treatment program. The forms include: Identifying Information; Birth History; Development History; Fam-					X					

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ily Background, Educational History; Psychological Information; Special Services Information; and Calendar of Professional Contracts. A set of booklets are also included: What Does It Mean? -- How to Interpret Professional Reports; Who Can Help? -- What Professionals Can Do for You and Your Handicapped Child; and You and the Professional -- Working with Professionals Who Will Assist You and Your Handicapped Child.										
National Learning Resource Center of PA and the PA Department of Education Bureau of Special and Compensatory Education. Identification of bias in testing: A checklist and guide. King of Prussia, PA: National Learning Resource Center of PA, 1977. A booklet which lists a set of criteria for the evaluation of tests and test settings to determine their degree of cultural bias. The criteria includes those in the areas of: Technical Adequacy, Item Conditions, and Characteristics of Child and Examiner.								X		X
Neisworth, John T. et. al. Student motivation and classroom management. Bellevue, Washington: Edmark Associates, 1977. A book which discusses four basic procedures when dealing with classroom management: 1) select a behavior change target, 2) change the immediate consequences of the behavior, 3) keep records, and 4) shape the behavior. Emphasis is placed on design and use of a token economy, including discussions on rules for successful token systems and use of contingency contracting.							X			
Noland, Robert. (ed.) Counseling the parents of the emotionally disturbed child. Springfield, Illinois: Charles C. Thomas Co., 1972. A 429-page book of readings for the professional involved in counseling and therapy of the emotionally disturbed child and adolescent. Part one provides a rationale and significant issues in parent theory. Part two describes approaches to the involvement and simultaneous treatment of mother and child. Part three covers topics dealing with the father, his role and his participation in group therapy. Part four describes different approaches and techniques used in developing parent group therapy programs.					X					

RESOURCES	Legal basis	Handicapping conditions	Recognition of needs	Resources and services	Parents	Social Acceptance	Management	Assessment	Instructional strategies	Evaluates progress
	1	2	3	4	5	6	7	8	9	10
Nordoff, Paul and Robbins, Clive, (ec.) Music therapy in special education. New York: The John Day Co., 1971.									X	
The practical how-to-do-it book presents various musical activities to be used with handicapped children. Chapters include "Singing," "Resonator Bells" and "Plays with Music." Photographs and musical illustrations are provided of specially written songs and plays, including scores, costuming and staging instructions.										
Northcott, Winifred H. The hearing impaired child in a regular classroom: Pre-school, elementary and secondary years. Washington, D.C.: A.G. Bell Associates, 1973.			X			X			X	
A handbook consisting of over 40 chapters by individuals directly involved in mainstream programs. The articles include philosophy of an integrated program; strategies and skills for identifying and alleviating potential sources of academic and social dysfunctions; adaptions which can help the hearing impaired students; guidelines for regular classroom teachers and specialists to implement successful integration from pre-school through secondary levels. Includes a bibliography and glossary of terms.										
Parker, Clyde A. Psychological consultation: Helping teachers meet special needs. Reston, Virginia: Council for Exceptional Children, 1975.				X						
The book discusses services and practices which can help special education teachers, regular teachers, principals and support professionals work together in mainstreamed exceptional children. Models of consultation describing both practice and theory are given, along with discussion of each model.										
Pennsylvania Department of Education - Legal Division. Summaries of Pennsylvania special education appeal. Pennsylvania Department of Education - Legal Division, 1978.	X									
A collection of appeal summaries designed to provide information in handling future due process proceedings for exceptional children.										

RESOURCES	Legal basis	Handicapping conditions	Recognition of needs	Resources and services	Parents	Social Acceptance	Management	Assessment	Instructional strategies	Evaluates progress
	1	2	3	4	5	6	7	8	9	10
Pennsylvania Department of Education. Hearing officer's handbook. Harrisburg, PA: Pennsylvania Department of Education, 1978. A handbook designed for hearing officers who carry out the due process hearings required by federal law concerning the identification, evaluation, placement and program of handicapped students. The rules, regulations and procedures are discussed along with the roles and responsibilities of the hearing officer.	X									
Pennsylvania Department of Education, NLRC/P & Eastern PA RRC. An introduction to individualized education program plans in PA: Guidelines for school age IEP development. Revised. Harrisburg, PA: Pennsylvania Department of Education, 1978. A guide designed to serve as an introduction to the process of developing individualized education programs (IEPs) for handicapped, gifted and talented children. It is designed to be used as a first step to help Pennsylvania educators meet IEP requirements. Various forms are included: Request Permission to Evaluate; Notice that the Student is not Exceptional; Due Process Notice; IEP Plan and others.			X						X	
Piper, Terrence. Classroom management and behavioral jectives: Applications of behavior modification. Belmont, California: Lear Siegler, Inc., Fearon Publishers, 1974. A book designed to explain and advocate the use of Behavior Modification techniques to increase designed behaviors. Part 1 explores the application of behavioral principles to classroom learning. Part II describes sample of classroom projects. Many graphs to illustrate behavior changes are employed.							X			
Piper, Terrence. Materials for classroom mangement. Belmont, California: Lear Siegler, Inc., Fearon Publishers, 1974. A book designed as a companion book to Classroom Management and Behavioral Objectives: Application of Behavior Modification. It describes illustrated materials used for positive reinforcement of desired behaviors, such as graphing,							X			

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluate progress
token systems, badges, certification of achievement and others. It also includes an appendix of worksheets.										
Popham, W. James (ed.) Criterion-referenced measurement - An introduction. Englewood Cliffs, New Jersey: Educational Technology, Pub., 1971.								X		X
This book contains a series of papers which include: Instructional Technology and the Measurement of Learning Outcomes, Implications of Criterion-Referenced Measurement, A Criterion-Referenced Test, The Applicability of Criterion-Referenced Measurement by Content Area & Level, and others. Selected references are also provided.										
Project More. How to do more: A manual of basic teaching stategy. Kansas: University of Kansas, 1974.							X	X	X	X
An illustrated manual written in comic book format, which uses everyday activities to illustrate principles of behavior modification. Four areas are discussed: reinforcement, four levels of assistance, motivation and data collection. Short tests with answers are offered in each section.										
Pursell, Margaret Sanford. A look at physical handicaps. Minneapolis, Minnesota: Lerner Publications Co., 1976.		X				X				
This book, intended for use by parents with their children, may also be read by children in the upper elementary grades. Through the use of text and photographs, the problems faced by people with physical handicaps and the blind and deaf are described.										
Redl, Fritz and Wineman, David. Children who hate. New York: Free Press, 1951.		X								
A 1967 reprint of a clinical analysis of anti-social behavior of children as observed at Pioneer House, Detroit.										
Rettig, Edward B. ABC's for parents: An educational workshop in behavior modification. Van Nuys, California: Research Press, 1973.					X		X			
This 147-page manual and a 38-page workbook are to be used in workshops to provide parents with the principles of beha-										

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluate progress
vior modification. The ABC's of the title (Antecedents - Behaviors - Consequences) refers to the basic formula for behavior change. The manual was designed to be used during a nine-week ABC workshop in behavior modification and covers such topics as analyzing behavior, observing and tracking behavior, strengthening and maintaining behaviors and teaching and shaping new behaviors. The workbook supplements the manual, suggests activities and provides parents with the analysis, record keeping and evaluation forms needed in the program. Reading Level: Moderate.										
Reynolds, Maynard C. & Birch, Jack W. Teaching exceptional children in all America's schools. Reston, Virginia: Council for Exceptional Children, 1977.	X	X	X	X	X	X	X	X	X	X
A textbook designed for pre- and in-service training of regular and special education teachers working to educate handicapped and gifted children. The book provides an overview of the development of special education in America and discusses assessment and parent participation. Chapters are devoted to various exceptionalities as well as gifted and talented. Current trends are summarized in each field. Each chapter provides suggestions on developing the topic into a learning unit complete with resources and activities. Appendices include a roster of organizations and agencies, information and instructional materials center and teacher training materials.										
Riley, David P. et al. National incentives in special education: A history of legislative and court action. Washington, D.C.: National Association of State Directors of Special Education, 1978.	X									
A booklet designed to present an overview of the organizational, legislative and judicial evolutions which led to the development and implementation of P.L. 94-142.										
Rosner, Jerome. Helping children overcome learning difficulties -- A step-by-step guide for parents and teachers. New York, New York: Walker and Co., 1975.		X			X				X	
A comprehensive guide for parents of the slow or learning disabled youngster. A practical step-by-step play of action is provided so that a parent can teach the child how to analyze, organize and associate information more efficiently. This plan also enables parents to help improve reading, math, spelling and handwriting through modifica-										

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tion of the child's class and home assignments. Suggestions for specific home activities are also included.										
Ross, Ruth E. & Freelander, I. Robert. Handicapped people in society: A curriculum guide. Cambridge, MA: Abt Pub., 1977.		X				X				
A guide designed to influence the attitudes of school age children so that they may develop without prejudices & misconceptions regarding handicapped people. The guide, divided into three levels - elementary, middle school & high school - deals with a variety of handicapping conditions: hearing and visually impaired, physically disabled, mentally retarded, blind and epileptic. Discussion starters, suggested activities, evaluation techniques & suggested resources are provided for each area along with pre-and post-tests.										
Safer, Daniel J. and Allen, Richard P. Hyperactive children: diagnosis and management. Baltimore, MD: University Park Press, 1976.		X	X				X			X
A book designed to stress clinical management and present practical methods to help professionals more successfully manage hyperactive children. It will also be helpful for trainees in mental health, pediatrics and education. Chapters include: Pharmacological Management of Hyperactivity, Clinical Forms and Evaluative Tests, Behavior Management in the Classroom and in the Home.										
Schirmer, Gene J. Performance objectives & curriculum cards for pre-school children. Sioux Falls, South Dakota: Adapt Press, 1974.								X	X	X
A program designed to provide a means of informal assessment and prescriptive teaching for developmental tasks of preschool children. The program contains a booklet with 932 sequenced developmental tasks, milestones, checkpoints which facilitate assessment in such areas as: cognition, language and speech, self-care skills, social skills, gross and fine motor skills. Each task is accompanied by a color-coded curriculum card containing the suggested materials, technique and measurement needed to teach the objective, and is filed in an 8" x 12" x 6" box. A class record is also included.										

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluates progress
Schnitker, Max. The teacher's guide to the brain and learning. San Rafael, California: Academic Therapy Publications, 1972.		X								
The book discusses the actual mechanisms involved in learning and thinking, and why the slow learner is deficient in his ability to learn. The mechanisms of perception, concept-formation, memory, learning, thinking, motivation and the mind/brain relationship are reviewed.										
Smith, Fred M. Parent growth through group experience: A study guide for families of children with special learning needs. San Rafael, California: Academic Therapy Publications, 1976.					X					
This 43-page book is intended for parents of children with special learning needs which affect relationships within the family; it is home rather than school-oriented. The topics covered include the following: the parent's predicament; family interdependence; the child and his peers; improving self-image; rules and responsibilities; and influencing specific behaviors. Each topic includes a statement of the problem, the principles involved, and a program to solve the problem. Questions for exploration and assignments for home observation and practice conclude each topic. Additional aids for study and discussion and a bibliography are included. Reading Level: Moderate.										
Smith, Judith and Donald. Classroom management. New York: Learning Research Associates, 1970.							X			
A description of techniques for controlling classroom environment.										
Snow, Lawrence. Using teacher aides: A guide for teachers, principals, and aides. Highland Park, New Jersey: Dreier Educational Systems, 1970.							X			
A guide which describes the possible duties of a teacher's aide. The guide gives suggestions for hiring and organizing procedures, helping with seat work, reading stories, creating bulletin boards, doing clerical tasks, serving in the library, office work, setting up audio-visual equipment and many more.										

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Soebehart, Helen et. al. Proceudres manual for the IEP process. Pittsburgh, PA: Allegheny Intermediate Unit.	X		X		X					
A manual prepared to aid in the understanding of the IEP process utilized in the 46 districts served by the Allegheny Intermediate Unit. The manual covers the background of the law, placing new students, the IEP conferences and form, revision and re-evaluation, and topics concerning parents. A bibilography is provided. Each chapter contains a brief introduction, references to the law, and specific information procedures and/or forms.										
Southwest Educational Development Laboratories. Working with parents of handicapped children. Arlington, VA: Council for Exceptional Children, 1976.					X					
A 55-page book written for teachers to promote an understanding of the feelings of parents of the handicapped, and to help them understand their own feelings about these parents. All aspects of parental meetings are discussed, from preparation to follow-up. Included is a bibilography, organization and information sources, interview recommendations and forms, and parent-teacher meeting recommendations and forms.										
SRA. Diagnosis: An Instructional aid - mathematics.								X	X	X
Boxed, mathematical programs featuring consumable "probes," or sets of exercises, designed to reflect mastery of mathematical skills and concepts. The reverse sides of the cards contain lists of learning objectives, tested and referenced to a prescription guide, which lists the location of related instructional materials in major mathematical textbooks. Contents range from whole number computations through geometry.										
Sternberg, Les et. al. Essential math and language skills. Northbrook, Illinois: Hubbard, 1978.								X	X	X
A special education curriculum designed for educable, mentally retarded and learning disabled students, ages 5-12. It is designed to furnish educators with information necessary for completing IEPs for students in the areas of language and math. Four guides comprise the prescriptive components of the program and include four major elements: terminal objectives, subordinate objectives, teaching stra-										

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tegies and student behaviors. The guides are: Sets and Operations and Numbers and Operations; Patterns; Part/Whole Relations, Spacial Relations, and Measurements; and Language Skills. The program also contains a diagnostic inventory which is used to assess student readiness for learning math and language concepts and to determine the student's entry level in the program. IEP tracing charts, a student record form and a teacher's guide are also included.										
Swift, Marshall S. and Spivack, George. Alternate teaching strategies. Bellevue, Washington, Edmark Associates, 1975.		X							X	
A book which deals with specific behaviors, behavior grouping and total behavior patterns of children which have been shown to describe successful and unsuccessful students. Also included are detailed descriptions of specific teaching strategies that can be utilized for each of these groups of children.										
Sussman, Ellen J. Art projects for the mentally retarded child. Springfield, Illinois: Charles C. Thomas Co., 1976.									X	
A 98-page book intended primarily for teachers, but easily adaptable by parents for use in developing craft activities with their mentally retarded children. Initial chapters describe why art is beneficial, general instructions on teaching art to special children and guidelines for presenting each activity according to two different achievement levels. Descriptions of the 39 activities include: materials needed, procedures including how to teach children at the two different achievement levels, and illustrations of the finished product. Projects are grouped by media and technique. Reading Level: Moderate.										
Telford, Charles W. and Sawrey, James M. The exceptional individual: Psychological and educational aspects. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1967.		X								
This book is designed to provide an introduction to the problems of exceptional individuals. The first four chapters deal with those problems common to exceptional people in general. Other chapters deal with: Intellectual Exceptioanlity, The Sensorially Handicapped, Motor & Speech Handicaps, and Social Deviance.										

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U.S. Department of H.E.W. Summary of selected legislation relating to the handicapped, 1974. Washington, D.C: U.S. Department of H.E.W., 1975. A booklet designed to provide insight into Federal policy enacted in 1974 concerned with handicapped individuals. There is a brief description of each law discussed. Also included are Appendix A and Appendix B, which trace the development of each law and cross references to other legislative summaries respectively.	X									
U.S. Department of Health, Education and Welfare. The role of parents as teachers. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1977. A 94-page illustrated book designed for parents which provides information on the physical, social and emotional development of preschool children. The book is intended to help parents understand some of the ways children learn and to introduce them to some techniques that they can adopt to help facilitate learning. A variety of learning activities are included. Charts are included to show the social, emotional, intellectual and motor development of three, four and five-year olds. Reading Level: Moderate.					X					
Vallett, Robert E. Modifying children's behavior: A guide for parents and professionals. Palo Alto, California: Fearon Publishers, 1969. How to teach and reinforce desirable behavior, how to change behavior and how undesirable behavior is learned are some of the topics covered in this self-instructional manual.							X			
Vallett, Robert E. Learning disabilities - Diagnostic-prescriptive instruments. Belmont, California: Fearon Publishers: 1973. A book designed to aid in evaluating the exceptional student and assigning priorities to specific learning tasks. It includes suggested diagnostic-prescriptive instruments and explains the rationale underlying their use. Several case studies are presented to illustrate the use of the instruments and procedure presented.								X		X

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluation progress
Vallet, Robert E. Effective teaching: A guide to diagnostic-prescriptive task analysis. Belmont, California: Fearon Publishers, 1970. A semi-programmed text designed to aid the teacher of the learning disabled. Contents include task analysis, principles of prescriptive instruction, contracts for learning and reinforcement.							X		X	
Vidaurri, Otilia V. A model to improve teacher performance in implementing individual instructional programs for exceptional children in a mainstream education. Midi Report. Arlington, Virginia: ERIC Document Reproduction System, 1976. A document describing a teacher development center, a program designed to develop competencies for individualizing instruction. Practicum activities and results are described.									X	
VORT Corporation. BCP Methods Cards. Palo Alto, California: VORT Corporation, 1977. A set of 5 method books which contain over 2,200 teacher-developed instructional methods. Each method is a self-contained lesson plan designed to teach a specific Behavioral Characteristic Progression Objective and includes the following information: Activity Title, Procedure, Pupil Abilities Required, Interest Level, Pupil Grouping, Activity Length, Adults Required, and Materials and Equipment needed. The cards are correlated to the other BCP Materials: observation manual, charts, and binder, located in the center's test collection.							X	X	X	X
Walker, Jeanette. Functions of the placment committee in special education: A resource manual. Washington, D.C.: National Association of State Directors of Special Education. A manual designed for two major audiences: local school district personnel and state education agency personnel. Its objective is to provide a guide for placement committees, particularly in developing individualized education programs for handicapped children. The manual includes various tables, flow charts, checklists and forms.	X			X						

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Walker & Company. About handicaps. Walker & Co. (Pub.) Children's Book & Music Center (Dist.) A 48-page book written for both children and parents that talks about two children, one of who is handicapped. The text for the child is written in large type, while parents and teachers can follow an accompanying text that provides more specific detail. Full page photographs are provided throughout.						X				
Wallace, Gerald & Larsen, Stephen C. Educational assessment of learning problems: Testing for teaching. Rockleigh, New Jersey: Allyn & Bacon, 1978. A book designed as a comprehensive reference for diagnosing and assessing learning problems of the pre-school through high school student. The book examines a variety of formal and informal tests and techniques in ten areas: reading, written and spoken language, spelling, math, career education and ecological and early childhood development. Examples of observational scales and teacher-made tests are also included. Most of the chapters conclude with a summary of assessment procedures in each area and a list of suggested teaching activities for applying the information presented.								X	X	X
Watson, Luke S. Jr. How to use behavioral modification with mentally retarded and autistic children: Programs for administrators, Teachers. Livertyville, Illinois: Edmark Associates, 1972. This 237-page manual consists of a series of behavior modification programs and suggestions for administrators, teachers, nurses and parents. Sections are included on program design, implementation and staff training for the professional. The book outlines programs for eliminating behavior in children with behavioral disorders and for teaching self-help skills, language skills, social-recreational skills and vocational skills, and it may be used by parents of retarded or autistic children. Included in the appendices are a Self-Helping Skill Assessment Checklist and a Training Proficiency Scale. A bibliography is included. Reading Level: High.							X		X	

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluates progress
Webster, Elizabeth (ed.). Professional approaches with parents of handicapped children. Springfield, Illinois: Charles C. Thomas Publisher, 1976. A book designed to help professional with handicapped children improve their interactions with the parents, by providing assistance in planning procedures for use in parent counseling and training. Professionals in various specialities of child development present their conceptions about working with parents of handicapped children. Techniques useful in conducting group or individual parent counseling are described. Themes running throughout the chapters include belief on parental abilities to cope, belief in parents as change agents for the children, and compassion for problems encountered.					X					
Weintraub, Frederick J. et. al. State law & education of handicapped children: Issues & recommendations. Arlington, Virginia: The Council for Exceptional Children, 1971. A book designed to discuss the law regarding education of the handicapped, as well as information concerning identification, placement, services, finances, personnel and more. The final chapter is a model of statutes suggested for state legislative bodies to consider.	X									
Wiederholt, J. Lee et. al. The resource teacher: A guide to effective practices. Boston, MA: Allyn and Bacon, 1978. A book designed as a guide and reference for resource teachers. It includes: 1) specific information on the rationale and types of resource programs 2) delineation of the roles and competencies of a resource teacher 3) strategies to implement and manage resource programs in reading, math, spelling, handwriting, language, and classroom behavior.				X			X		X	

RESOURCES: MEDIA (listed by author)

RESOURCES	Legal basis	Handicapping conditions	Recognition of needs	Resources and services	Parents	Social Acceptance	Management	Assessment	Instructional strategies	Evaluates progress
	1	2	3	4	5	6	7	8	9	10
Allyn and Bacon. Concepts and inquiry (Gr. K-4).						X				
A multi-media, social science program with emphasis on developing students' awareness of the world, and to prepare students to function as informed, effective citizens. At each grade level, the program consists of two or more color-photo pupil books and a comprehensive teacher's guide. The Explorers and Discoverers Section also includes sound filmstrips to accompany short biographies.										
Argus Educational Materials. I am loveable and capable.						X				
A multi-media program designed to encourage sensitivity and awareness and establish the need to give and receive positive words of recognition. The program contains 10 copies of a cartoon-illustrated reader which tells the account of the damage done by putdowns, a filmstrip and accompanying cassette adaptation, and a Teacher's Manual with discussion guide.										
Barnes, Ellen B. Children learn together: The integration of handicapped children into schools. Syracuse, New York: Human Policy Press, 1974.	X			X					X	
A slide show designed to present a history of exclusion and segregation of disabled children and recent forces that are encouraging integration. It presents arguments for integration, and responds to concerns typically raised. It also presents necessary elements for successful integration such as: preparation, individualization, and supports and services to teachers. The program contains 132 slides, script and bibliography.										
Barnes, Ellen B. and Knobloch, Peter. Integration can work: A case study of a learning environment. Syracuse, New York: Human Policy Press.							X	X	X	
A slide and script presentation designed as a program model for mainstreaming. The following aspects of the school are described: classroom groupings, staffing patterns, diagnostic assessment, psychoeducational curriculum and parent involvement. Specific teacher and curriculum strategies to integrate a wide range of children are included. The program contains 140 slides.										

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluates progress
Barr Films. Why am I different? (1978) Series of four filmstrips and four cassette designed to show how exceptional children think and feel, what they can and cannot do, and why everyone should learn to understand their capabilities and limitations. Teacher's Guide included. Average 120 frames.		X				X				
BFA Educational Media. What is a handicap? (1975) Set of four filmstrips and four cassettes designed to show students the similarities between themselves and children who are handicapped, how they can relate to exceptional children and what they can learn from them. Teacher's Guide and 24 worksheets included. Average - 70 frames.		X				X				
Biklen, Douglas and Bogdan, Robert. Handicapism: 'A slide show. Syracuse, New York: Human Policy Press, 1976. A slide, tape program designed to reveal prejudices, stereotyping and discrimination practiced against disabled persons. It exposes personal, social, and dehumanization and suggests an action plan for attitudinal and social change. The program contains 145 slides, an accompanying cassette and a script.						X				
Biklen, Douglas P. Where the children are. Syracuse, New York: Human Policy Press, 1974. A slide show designed to describe how institutions developed, what they are like inside, and how they can be changed. It describes the child advocacy movement and its progress. Included are efforts to integrate disabled people into group homes, to place severely disabled preschool children in typical day care centers, and to open public schools to all children. The program contains 120 slides and a text.						X				
Brown, Paul L. & Presbie, Robert J. Behavior modification skills administration kits. Hicksville, New York: Research Media, Inc., 1974. A self-contained, multi-media training program designed to teach various behavior modification skills: pinpointing							X			

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluates progress
behavior, reinforcing behavior, shaping behavior, using tokens, etc. The course consists of 5 independent but interrelated units, each of which provides 2 to 3 hours of instruction, dealing with the behavior modification process. Each unit, housed in a storage case, contains an Administration Manual, 80 full-color slides, a tape cassette, and 2 Student Response Books.										
Chalfant, James C. et. al. Developing an individualized education program in accordance with P.L. 94-142. New Rochelle, New York: Pathescope Educational Media, Inc., 1978.			X				X		X	
A multi-media program designed to provide a graduated sequence of workshop activities which can be used to teach educators the concepts and specific skills required for writing IEPs. The activities are based on 6 case studies which are presented in sound filmstrips. Accompanying each case study filmstrip are printed workshop materials. A workbook and instructor's manual are also provided. Topics include: The Identification and Placement Process, The Components of the IEP, Writing Annual Goals and Short-Term Objectives, Analysis and Integration of Data, Writing an IEP for Part-Time Special Education Services, and Writing an IEP for Special Class Placement.										
Chapel Hill Training - Outreach Project. Error-free learning. Winston-Salem, North Carolina: Kaplan School Supply Corp., 1975.							X		X	
A filmstrip-cassette program which presents a set of teaching techniques to be used in teaching new skills or a new stage of learning. Four teaching techniques are presented: modeling, prompting, cueing and positive reinforcement. A guide is also included.										
Clark, Ann D., et. al. Differences. Northbrook, Illinois: Hubbard, 1977.		X	X					X		X
A multi-media program designed to help teachers in a regular classroom setting to identify learning disabilities, assess the disability, and apply corrective measures. The program contains a slide tape presentation (213 slides and four cassettes) which deal with four areas: learning disabilities, behavior problems; learning strategies; and preceptual/motor problems. Also included is a Leader's Guide and Participant's Manual. A 16mm film-										

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluates progress
Find the One That's Different is also part of the program. The film shows examples of frustration and failure in learning disabled children whose problems are not recognized and handles effectively, and shows examples of success when behavior patterns are dealt with accordingly.										
Cohen, Sandra B. Resource teaching: A mainstreaming simulation training package. Columbus, Ohio: Charles E. Merrill Pub., Co., 1978.	X						X			
A multi-media simulation training program designed for in-service and pre-service special education teachers and regular education personnel involved in mainstreaming. It utilizes role playing to stimulate the steps necessary to establish and maintain a resource room. The program covers student selection, scheduling, selecting materials and more.										
Council for Exceptional Children. P.L. 94-142: The education for all handicapped children's act - implementing procedural safeguards, A guide for schools and parents. Reston, Virginia: Council for Exceptional Children, 1977.	X		X							
A multi-media production designed to provide a guide to administrators, parents, teachers and other personnel in meeting the requirements of Public Law 94-142 as they pertain to the education, identification, evaluation, and placement of handicapped children. The new role of the program is to call the audience's attention to the protection of the rights of the handicapped child guaranteed under P.L. 94-142 and the responsibilities of the educational system. The program contains 3 filmstrips (illustrated with photographs, each with an accompanying cassette), a guide which includes the script and sample forms, and 3 spirit masters. Topics include: The Identification, Evaluation and Placement Process: How the Law Works; Three Case Studies and How A Procedural Safeguard Hearing Works.										
Council for Exceptional Children. Precision Teaching.								X	X	
A cassette/film professional program designed to provide an introduction to the concept and method of precision teaching. Precision teaching involves four steps: Pinpoint specific behaviors, Chart responses to indicate										

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluate progress
progress, Change instructional procedures, and try, try again. It is suggested, the 20-minute color filmstrip with sound is for use in teacher's workshops, in methods classes or by individuals.										
Council for Exceptional Children. A free appropriate education for all handicapped children. Reston, Virginia: Council for Exceptional Children, 1976.	X									
A multi-media program designed to help educators and parents understand the various facets of P.L. 94-142 - The Education of All Handicapped Children Act of 1975. The program contains 3 captioned filmstrips and three audio cassettes designed for different audiences. A copy of the law, a question and answer document, and a printed copy of the script for each filmstrip are also included.										
Dennis, Floyd et. al. Teacher's liability under the law. Northbrook, Illinois: Hubbard, 1977.	X									
A slide/tape program which deals with three common grounds of teacher liability: negligence, intentional interference and constitutional infringement. It discusses such questions as: What is liability? And if law suits do occur, how can damage be held to a minimum. The Program contains a Leader's Guide, a Participant's Manual which includes actual legal cases for review and discussion, 125 slides and 3 cassette tapes.										
Developmental Learning Materials. Accepting individual differences (AID).		X				X				
A program designed to educate teachers, parents and students about specific handicaps, while stressing the similarities in feelings and activities that are shared by the disabled and nondisabled alike. The program is divided into four units: visual impairment, hearing impairment, motor impairment, mental retardation/learning disability. Each unit contains a guide which consists of instructor and student activities, lessons and discussion; and a wire-bound flip book, 14" x 11" containing captioned color photographs utilized throughout the lessons. An audio cassette is used for the hearing impairment unit. An overview booklet is also included.										

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluates progress
Edson, Ann R. Individualizing your classroom. Freeport, New York: Educational Activities, Inc., 1975. A multi-media kit designed to instruct educators in how to write individualized instruction, based on a diagnostic-prescriptive method. The program goes from setting up objectives to implementation; addressing such topics as ways to diagnose, prescribe, schedule, evaluate, and record. The kit includes a cassette, filmstrip, and teacher's guide.								X	X	
Eye Gate Media. Education of all handicapped act. What it means (P.L. 94-142). Jamaica, New York, Eye Gate Media. A multi-media program designed to present information regarding the implementation of P.L. 94-142 and educational rights of handicapped children. Making individualized educational plans, due process, funding and other related topics are presented. Contains 2 color filmstrips and cassette dealing with administration and staff guidelines for dealing with guides for parents.	X									
Eye Gate Media. Remediation possibilities in the regular classroom: Teaching techniques explored. Jamaica, New York: Eye Gate Media, 1978. A program of four filmstrips and two cassettes designed to provide teachers with basic techniques for identifying and remediating learning disabilities related to math, reading, oral language and written language skills.			X						X	X
Eye Gate Media. Handicapped adults and their lifestyles: Making it. 1978 Set of four filmstrips and two cassettes which point out the philosophies, life styles and achievements of four adults with handicaps. Average 80 minutes.						X				
Eye Gate Media. My new friend: (Introducing the special child). 1977. Series of four filmstrips and two cassettes in which handicapped children are seen through the eyes of another child. The child narrator describes the new friend		X				X				

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluate progress
including a simplified description of the handicap, resulting changes in appearance or behavior, and means of helping the child adjust to the regular school setting. Teacher's Guide included. Average 3 minutes.										
Fairchild, Thomas N. Mainstreaming training series. Austin, Texas: Learning Concepts, 1977.	X	X	X	X	X	X	X	X	X	X
A comprehensive multi-media training program designed to accompany titles in the Mainstreaming Series that focus on topics critical in implementing 94-142. Each workshop kit consists of a Leader's Guide, a Participant's Manual, the book of the same title in the Mainstreaming Series, a filmstrip presented in cartoon format and an accompanying cassette. The Leader's Guide contains goals and objectives, suggested learning activities, and pre- and post-discussion questions.										
Foundation for Exceptional Children. Individualized education programs for handicapped children. Reston, Virginia: The Foundation for Exceptional Children, 1978.	X			X				X	X	X
A multi-media program designed to provide assistance in understanding and developing IEPs for handicapped children who require special education and related services. The program contains 3 filmstrips with accompanying cassettes, a summary guide, and a book edited by Scottie Torres, A Primer On Individualized Education Programs for Handicapped Children, which includes policies and sample IEP forms. The filmstrips present an explanation of the components of P.L. 94-142 that relate to the development of the IEP, show how the IEP links children to required services, discusses the assessment process, presents a rationale for written annual goals, and highlights IEP issues.										
Goldstein, Herbert (editor). Mainstreaming: A handicapped child is coming to class. Guilford, Connecticut: Special Learning Corporation, 1978.			X			X				
A multi-media kit designed to serve those involved in mainstreaming programs. The kit includes 3 filmstrips, 3 cassettes, 20 black line masters, 1 teacher's guide and 3 books of readings: Special Education, mainstreaming and diagnosis and placement.										

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluate progress
Guidance Associates. Mainstreaming: Classroom management techniques. New York, New York: Guidance Associates, 1978. A multi-media program designed to help regular classroom teachers learn about and apply management strategies that allow mainstreamed children to function successfully in a regular classroom. The program contains 4 filmstrips with accompanying filmstrips and a discussion guide. Filmstrip titles include: "You Can Make It Work", "Learning Impairments", "Behavior Problems", and "Physical Disabilities".		X					X	X		
Guidance Associates. Put yourself in my place. (1978) Set of two filmstrips and two cassettes designed to help prepare students for the inclusion of a student with a handicapping condition; help students deal with personal feelings of inadequacy or exclusion; and offer suggestions for interaction between people with and without handicaps. Teacher's Guide.		X				X				
Harvest. Understanding special education. (1977) Series of 4 filmstrips and 4 cassettes designed to examine and clarify the purposes of special education in the minds of the students it serves. The filmstrips may also be used with regular education students to give them a better understanding of the role of special education in their school. Teacher's Guide included. Average 9 minutes.				X		X				
Human Sciences Press. Children's Series - Please don't say hello. An additional title to an earlier series designed to explain to children the concept of infantile autism through the story of a 9-year-old boy. Photographs are provided throughout.		X				X				
Jacobs, Linda J. Approaches to reading. Boston, Massachusetts: Teaching Resources, 1976. A series of 6 color filmstrips and 4 cassettes designed for pre-service and in-service teacher training that present 5 major approaches to the teaching of reading:									X	X

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluates progress
Phonics Approach, Linguistic Approach, Language Experience Approach, Sight Approach, Multisensory Approach and Matching Approach to Learner. The program also contains an instructor's guide and ditto masters for each filmstrip.										
Kaplan School Supply Corporation. Working with families. Winston-Salem, North Carolina: Kaplan School Supply Corporation, 1975.					X					
A filmstrip/cassette program designed to provide a rationale for establishing a family participation program in child development centers that accommodate handicapped children. The four functions of a family program are described, and 5 steps in setting up a program discussed.										
McGraw-Hill Films. They can learn. New York, New York: McGraw-Hill Films, 1977.		X							X	
A program containing 6 filmstrips and 6 cassettes designed for use in pre- and in-service teacher training and special education classes. It discusses the various areas of learning disabilities and suggests ways to help remediate. Titles include: Learning Disabilities, An Overview; Classroom Management; Visual Perception; Auditory Perception; Gross Motor; and Fine Motor. A guide summarizes each filmstrip and contains the script for each.										
McGraw Hill, Inc. Free to be you and me.						X				
A multi-media program which features art, photography, music, games to play, and puzzles to teach children the concepts about independence, self-fulfillment, friendship and cooperation. The program contains 6 filmstrips; 6 cassettes, a guide; a book of songs, poems and stories; poster; and 3 games. The sound filmstrips include the songs, stories, and skits presented by such persons as: Marlo Thomas; Alan Alda; Roberta Flack; Roosevelt Grier and others.										
National Association of State Directors of Special Education, Inc. Explanation of P.L. 94-142. Washington, D.C.: National Association of State Directors of Special Education, 1977.	X									
A set of 99 slides which cover the elements of P.L. 94-142. A script is also included.										

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluates progress
National Association of State Directors of Special Education. The intent of the IEP. Washington, D.C.: National Association of State Directors of Special Education, 1977. A slide/tape program designed to provide an overview of the IEP, and provide information for those who need to be made aware of the law and its impact on handicapped children. The program contains 57 slides, a tape cassette and an accompanying script.	X			X						
National Association of State Directors of Special Education, IEP man. Washington, D.C.: National Association of State Directors of Special Education, 1977. A slide/tape program which utilizes cartoon-style characters to help educators develop and implement an individualized education program. With the aid of the IEP man, educators follow through step-by-step procedures in writing an IEP. The program contains 60 slides, a cassette tape and an accompanying script.	X			X						
Nazzaro, Jean. How can tests be unfair? A workshop on nondiscriminatory testing. Reston, Virginia: Council for Exceptional Children, 1975. A program designed to be used as a workshop in demonstrating some of the problems that exist in current assessment instruments and practices. The workshop provides six simulated activities which allow participants to experience test biases that may be encountered by children with different language or cultural backgrounds, perceptual or motor problems. A cassette tape is also included.								X		X
Nazzaro, Jean. Preparing for the IEP meeting: A workshop for parents. Reston, Virginia: The Council for Exceptional Children, 1979. A training package designed to introduce parents of handicapped children to the components of an IEP setting. It provides opportunities for parents and teachers to actively participate in problem solving situations. The program contains a guide which includes directions, sample forms, and resource lists; and a filmstrip with an				X	X				X	

RESOURCES	Legal basis	Handicapping conditions	Recognition of needs	Resources and services	Parents	Social Acceptance	Management	Assessment	Instructional strategies	Evaluation progress
	1	2	3	4	5	6	7	8	9	10
accompanying cassette which introduces basic IEP information.										
Parents Magazine Films, Inc. Even love is not enough. Children with handicaps. 1975.		X		X						
A series of 4 sound and color filmstrip sets designed to familiarize professionals, paraprofessionals and parents with the special problems of the handicapped and the diagnostic, treatment and support services available to the child and his family. Each set contains 5 full-color filmstrips, 3 cassettes and 5 audioscript booklets, one for each filmstrip-cassette title.										
Pasanella, A. and Volkmor, C.B. Coming back...Or never leaving: Instructional programming for handicapped students in the mainstream. Columbus, Ohio: Charles E. Merrill Pub. Co.	X	X	X	X	X	X	X	X	X	X
A comprehensive multi-media program designed to show preservice and inservice teachers how to integrate mildly handicapped pupils (K-12) into the regular classroom. The program covers identification, referral, placement, assessment, instructional programming and evaluation. Ideas for working with parents are also incorporated. The program contains a text, a media-pack with includes 5 sound filmstrips and a Trainer's Guide, which contains sequenced series of tasks with structured exercises and training activities, training session schedules and resource lists keyed to the text and media.										
Popham, James W. & Baker, Eva L. Filmstrip-tape programs for preservice & inservice teacher education. Los Angeles, California: Vimcet Associates.									X	X
A set of filmstrip-cassette-tape programs focusing on the areas of curriculum, instruction and evaluation, and designed for inservice staff development, preservice teacher education and graduate education programs. Each program contains 1 filmstrip, 1 cassette and a teacher's guide.										
RMI Media Productions. Exceptional children series. Kansas City, Missouri: RMI Media Productions.		X								

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluates progress
A set of four filmstrips with accompanying cassettes which include the following topics: Exceptional Children - An Overview; Developmentally Disabled; Learning Handicapped; and Physically Handicapped.										
Rosenberg, Harry E. Behavior modification for the classroom teacher. Bellevue, Washington: Edmark Associates, 1975.							X			
A set of over 100, 4" x 6" cards with suggested techniques of positive reinforcement, activities for handling specific behavior problems and strategies for classroom management. A dramatized cassette tape provides a number of methods for improving student behavior and describes a project for helping children get along with others.										
Sasso, Barbara. Specific learning disabilities. Minneapolis, Minnesota: Paul S. Amidon & Associates, 1973.		X					X	X	X	X
A multi-media, in-service and pre-service program designed to familiarize teachers with the learning and behavioral characteristics of students with specific learning disabilities. Suggestions for management and remediation within the regular classroom are offered. The materials housed in a carrying case include: 10 audiotape lessons provided on 5 cassettes, 82 transparencies of charts, graphs and examples of children's work, 17 supplementary resource items (review and supplement lesson materials) and a comprehensive leader's guide containing the script for each lesson, suggestions and activities.										
Selective Educational Equipment. We did it...so can you. Newton, Massachusetts: Selective Educational Equipment, 1978.						X			X	
A multi-media program designed as a teacher training program for mainstreaming handicapped children into regular classrooms. It features 10 filmstrips and cassettes of actual classroom experience of special students. Included in the teacher's guide is medical information and classroom implications on various disabilities and workshop activities that suggests ways to use the program.										

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluates progress
Social Studies School Service. Intelligence testing. Culver City, California: Social Studies School Service, 1978. A multi-media program which reviews the history and nature of IQ tests and poses problems inherent in the widespread use of such tests. It focuses on past misunderstanding of the validity of IQ tests, and how the errors are likely to be repeated today. The program contains a filmstrip, an accompanying cassette, a program script, and a manual.			X					X		X
Social Studies School Service. The disabled: No longer handicapped? Culver City, California: Social Studies School Service, 1978. A filmstrip cassette program designed to examine the movement for the rights of the disabled as well as activism among the disabled, the need for imagination in bringing them into society's mainstream and federal regulations aimed at integration. The main focus of the program is that the disabled, apart from their disabilities, are no different, and don't want to be any different from anybody else.						X				
Teaching Resources. Approaches to mainstreaming. Boston, Massachusetts: Teaching Resources, 1976. A multi media program for inservice teacher training designed to provide information and suggestions to help regular classroom teachers meet the needs of special students in their classrooms. Each unit contains 4 filmstrips with accompanying cassettes, and a guide which contains the audio scripts and suggested activities.	X		X	X		X			X	
Universal Education & Visual Arts. Process education: A problem solving approach. Universal City, California: Universal Education & Visual Arts, 1974. A color filmstrip-cassette series designed to illustrate three communication techniques that can increase self-confidence, self-awareness and self-reliance through techniques called feeding, mirroring and sparkling. The set contains 4 color filmstrips, 2 cassettes and a teacher's guide.									X	

RESOURCES	1 Legal basis	2 Handicapping conditions	3 Recognition of needs	4 Resources and services	5 Parents	6 Social Acceptance	7 Management	8 Assessment	9 Instructional strategies	10 Evaluates progress
Vimcet Associates. Filmstrip-tape program for preservice and inservice teacher education. Los Angeles, California. A set of filmstrip-cassette-tape programs, focusing on the areas of curriculum, instruction and evaluation, and designed for inservice staff development, preservice teacher education and graduate education programs. Each program contains 1 filmstrip, 1 cassette and a teacher's guide.								X	X	X
Ward, Michael et. al. Everybody counts! A workshop manual to increase awareness of handicapped people. Reston, Virginia: The Council for Exceptional Children. A manual which provides directions, suggested materials, participant handouts, and discussion questions for 25 simulation handouts, and discussion questions for 25 simulation activities that allow participants to feel what it is like to be disabled. A cassette tape, An Unfair Hearing Test, is also included and simulates a hearing loss.						X				

COMPETENCY RESOURCE LISTING: BOOKS

Competency #1 - Legal basis

1. Abeson, Alan A. Legal change for the handicapped through litigation. Reston, Virginia: Council for Exceptional Chidlren, 1975.

2. Abeson, Alan et al. A primer on due process: Education decisions for handicapped children. Reston, Virginia: Council for Exceptional Children, 1975.

3. Ameruoso, Frank A. Concordance for the implementation of P.L. 94-142. Pittsburgh, Pennsylvania: Allegheny Intermediate Unit, Exceptional Children's Program, 1978.

4. Berry, Sharon R. Legal considerations in the education of the handicapped. An annotated bibliography for school administrators. Washington, D.C.: National Association of State Directors of Special Education, 1978.

5. Biklin, Douglas. The elementary school administrator's pratical guide to mainstreaming. Syracuse, New York: Human Policy Project, 1977.

6. Council for Exceptional Children. P.L. 94-142: The education of all handicapped children. Gibsonia, Pennsylvania: Western Pennsylvania School Special Education Regional Resource Center, 1976.

7. Department of Health, Education and Welfare. Federal register. Washington, D.C.: Department of Health, Education and Welfare, 1977.

8. DesJardins, Charlotte and Hull, Rita. Rights handbook for handicapped children and adults. Chicago, Illinois: Coordinating Council for Handicapped Children and Governor's Commission on the Handicapped, 1977.

9. Dexter, Beverly. Special education and the classroom teacher: Concepts, perspectives and strategies. Springfield, Illinois: Charles C. Thomas, Publisher, 1977.

10. Evans, David J. and Hall, Janice K. The delivery of educational services...and the special child. Palo Alto, California: VORT Corporation, 1978.

11. Fairchild, Thomas N. Mainstreaming series. Austin, Texas: Learning Concepts, 1977.

12. Grotsky, Jeffrey H. et. al. The concept of mainstreaming. Harrisburg, Pennsylvania: Pennsylvania Department of Education, 1976.

13. Hobbs, Nicholas. The futures of children. San Francisco, California: Jossey-Bass, Inc., 1975.

14. Hobbs, Nicholas. Issues in the classification of children - A sourcebook on categories, labels and their consequences. San Francisco, California: Jossey-Bass, Inc., 1975.

15. Lippman, Leopold and Ignacy I. Goldberg. Right to education. Columbia University: Teacher's College, 1973.

16. Mann, Philip H. Mainstream special education. Reston, Virginia: Council for Exceptional Children.

17. Martin, Reed. Educational rights of handicapped children - workshop materials. Champaign, Illinois: Research Press, 1977.

18. National Association of State Directors of Special Education. Due process in special education: A case record. Washington, D.C.: National Association of State Directors of Special Education, 1978.

19. National Association of State Directors of Special Education. Due process in special education: A step-by-step manual for hearing officers. Washington, D.C.: National Association of State Directors of Special Education.

20. National Association of State Directors of Special Education. Education of the handicapped litigation brought under P.L. 94-142 and Section 504. Washington, D.C.: National Association of State Directors of Special Education, 1978.

21. National Association of State Directors of Special Education. Section 504/P.L. 94-142. Washington, D.C.: National Association of State Directors of Special Education, 1976.

22. National Association of State Directors of Special Education. An analysis of Public Law 94-142. Washington, D.C.: National Association of State Directors of Special Education, 1977.

23. National Association of State Directors of Special Education. National rehabilitation act: An analysis of Section 504 legislation and its implications for state and local educational agencies. Washington, D.C.: National Association of State Directors of Special Education, 1977.

24. National Association of State Directors of Special Education. Developing the compliance monitoring system in special education: A process manual for state and local education agencies. Washington, D.C.: National Association of State Directors of Special Education, 1977.

25. National Learning Resource Center of Pennsylvania. Technical assistance training document for use with the bureau of special education confidentiality plan review checklist. King of Prussia, Pennsylvania: NLRC/P, 1979.

26. Pennsylvania Department of Education - Legal Division. Summaries of Pennsylvania special educational appeal. Pennsylvania Department of Education - Legal Division, 1978.

27. Pennsylvania Department of Education. Hearing officer's handbook. Harrisburg, Pennsylvania: Pennsylvania Department of Education, 1978.

28. Reynolds, Maynard C. and Birch, Jack W. Teaching exceptional children in all America's schools. Reston, Virginia: Council for Exceptional Children, 1977.

29. Riley, David P. et. al. National incentives in special education: A history of legislative and court action. Washington, D.C.: National Association of State Directors of Special Education, 1978.

30. Soebehart, Helen et. al. Procedures manual for the IEP process. Pittsburgh, Pennsylvania: Allegheny Intermediate Unit.

31. U.S. Department of H.E.W. Summary of selected legislation relating to the handicapped, 1974. Washington, D.C.: U.S. Department of H.E.W., 1975.

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DEAN'S STATEMENT